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ABSTRACT

Five hundred thirty-two teachers, administrators, or home trainers of the trainable mentally retarded (TMR) in Ohio responded to a questionnaire concerned with the variables of degree status, educational level, certification status, personnel classification, and age range taught. Results indicated that among teacher responses age range taught was independent of the other four variables while certification status crossed with educational level also showed independence. Administrator data indicated that personnel classification was independent of educational level and degree status. The Home Trainers' responses showed independence of all cross tabulated base variables except personnel classification and degree status. Responses to the request for a single recommendation for prospective teachers of the TMR showed teachers usually recommending student teaching and the administrators and home trainers usually recommending appropriate personality. Recommendations of the study for Ohio program development included student teaching of TMR students for all preservice persons and inservice supervision of personnel now teaching, development of a personality checklist to identify needed teacher qualities, and curriculum courses designed specifically for teachers of the TMR. Over half the document consists of the following appendixes: teacher responses, administrator responses, and home trainer responses, a comprehensive chart of statistical significance, and the questionnaire. (DB)

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The Mental Retardation Training Program, a joint project of the College of Administrative Science, College of Social & Behavioral Sciences, College of Education, and College of Medicine, is committed to the alleviation of the manpower shortage in the field of mental retardation. To this end, it provides an interdisciplinary arena for research and training through the mechanism of service to the retarded.

HISTORY

The impetus for the Training Program began with the Report of the President's Panel on Mental Retardation in 1962, and culminated in the enactment by the 88th. Congress of a series of three pieces of legislation to stimulate research, training and service facilities for mental retardation. In 1965, the report of the Citizen's Committee to the Governor of Ohio specifically stressed the need for manpower training in University-Affiliated Facilities for the Mentally Retarded.

GOALS

The broad objectives of the Training Program are:

- to develop an interdisciplinary approach to mental retardation research;
- to provide interdisciplinary instruction in mental retardation;
- to disseminate information related to mental retardation;
- to develop and promote methods of prevention of mental retardation;
- to expand scientific knowledge in the diagnosis and treatment of the retarded;
- to extend the breadth and depth of both student involvement in the community and in-service instruction for professionals.

ORGANIZATION

To serve its complex objectives, the Training Program has a Policy Council consisting of the Deans of the participating Colleges; a Program Advisory Committee consisting of faculty representatives of many generic disciplines; a Liaison Advisory Committee consisting of representatives of state and community agencies; an administrative triad (listed below); and three Program Coordinators through whom the academic departments relate in order to achieve the stated program objectives.

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THE OHIO STATE UNIVERSITY

MENTAL RETARDATION TRAINING PROGRAM

Technical Report Series

70-2

REPORT ON THE SURVEY OF TEACHERS, ADMINISTRATORS, AND HOME TRAINERS OF THE TRAINABLE MENTALLY RETARDED IN OHIO

by

Donald C. Cavin, Ed.D.

This study was carried out with the cooperation and support of the Bureau of Planning and Grants, Division of Mental Hygiene, Ohio Department of Mental Hygiene and Correction and the Manpower Sub - Committee of the Governors Task Force on Implementation of the Ohio Plan for Mental Retardation

May, 1970

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Report on the
Survey of Teachers of the Trainable Mentally Retarded in Ohio

INTRODUCTION

During the past fifteen to twenty years, Ohio has demonstrated an ever increasing number of programs for the mentally retarded. These programs have included both the educable and trainable mentally retarded in the nature and level of the service provided. The primary emphasis has been in classroom development, which has resulted in a rapid increase in the number of teachers necessary to staff the units.

The program for the trainable mentally retarded has grown with the same rapidity which has created a manpower demand of significant proportion. In order to meet the continued demand many of the classes for the trainable mentally retarded have been staffed with persons of limited training both in the amount and the nature of college preparation. The future of the T.M.R. program must consider the deficiency and up-grading of the teacher training in order to establish a program of the highest quality.

The need for a survey of practicing teachers, their administrators and the home trainers regarding the nature and extent of their training has been made apparent. The teachers of the T.M.R. over the past several years have expressed concern and dissatisfaction with their training opportunities in that they have felt the experiences did not prepare them properly. This evidence along with the data collected by the State Task Force on Manpower of the Governor's Citizens Committee on Mental Retardation Planning and Implementation established the need to survey the teachers, administrators and home trainers of the Ohio program for the trainable mentally retarded. As a result, a questionaire was prepared and

sent to all teachers, administrators and home trainers of the TMR in Ohio.

OHIO PROGRAM FOR THE MODERATELY AND SEVERELY RETARDED, TRAINABLE MENTALLY RETARDED

The Ohio Program for the Moderately and Severely Retarded known as the trainable mentally retarded or TMR has had dramatic growth over the past seventeen years. This growth is evidenced by the increase in number of TMR served, rising from 150 in 1952, to 2889 in 1960, to 10,561 in 1968. (From the Final Report, Part I, of the Citizen's Committee on Mental Retardation 1966-68, The Zonal Concept, Table 3, page 39.)

The unique structure of the TMR program in Ohio with the administration being under the Department of Mental Hygiene and Correction rather than under the Department of Education creates an interesting problem in teacher training. The separation makes it possible to staff, house, and develop curriculum for the retarded more appropriate to their needs without the restrictions of teacher certification as required by the State Department of Education. On the other hand, the less than specific credentialing process contributes to minimal teacher competency. The existing training regulations for the teachers of the TMR states that they must take 18 semester hours, 12 which are in special education, of which 6 hours have the words mental retardation in the title. The balance should be psychology courses. This rather unfettered requirement means that teachers could take much of the 18 hours in courses that were in no way related to the problems of the TMR. The personal experiences of teachers of the TMR throughout Ohio has given rise to a clamoring for more relevent courses of study.

SURVEY OF THE TEACHERS, ADMINISTRATORS AND HOME TRAINERS

As an outgrowth of the strongly expressed need, this study with the support

of members of the Ohio Bureaus of Planning and Grants and Mental Retardation was undertaken to survey the teachers, administrators and home trainers of the trainable mentally retarded.

The survey was the result of the interest in finding more baseline data to solve the problems of manpower, both quantitatively and qualitatively. The questionaire was mailed out under the signature of the Chairman of the State Task Force on Manpower. It was felt that a measurement of the response of the personnel in the field would provide a valid set of data on a number of areas of training and competency.

The study was composed of a questionaire distributed to 721 teachers, administrators, and home trainers who were employed by the County Mental Retardation Boards under the State Bureau of Mental Retardation.

SURVEY COMPONENTS

The questionaire was mailed with both post-card and telephone follow-up to secure maximum returns. There was a 532 subject response out of 721, or 73.8 %. The Teacher section had 571 questionaires distributed and 425 returned, with a 74.4 % response. The Administrators response was 69.1 % with 76 out of 110 questionaires returned. The Home Trainers returned 31 of 40 questionaires for a 77.5 % response.

The questionaire was structured in the first 5 items to provide background data on the subjects. These items are used as base variables to test for independence applying a X^2 statistic. Each base variable is cross tabulated with each of the 87 separate items presented in the questionaire.

Background Information

1. Highest level of completed college training (classifications are non-

degree and degree) -- (Base Variable I)

2. College major (classifications are special education, other education, non-education) -- (Base Variable II)

3. Valid teaching certificate level and type (classifications are certification, non-certification) -- (Base Variable III)

4. Department of State Personnel Classification (classifications are II, III, IV) -- (Base Variable IV)

5. Age Range Taught (classifications are 3-6, 7-10, 11-13, 14-16, 17-20, 21 & over) -- (Teachers & Home Trainers only) -- (Base Variable V)

Curriculum Components

In addition, questions are presented to secure the opinion of the respondents on curriculum components of the program:

1. Rankings of Program Objectives for the Trainable Mentally Retarded

2. Rankings of Teachers' Primary Activity in Working with the Trainable Mentally Retarded

3. Ranking of Areas in Which Teacher Feels Best Prepared

4. Most Important Area of Classroom Management

5. Most Satisfying Teaching Activity

Class Composition

A third area of data was drawn from the respondents impressions of class composition:

1. Percentage of Students with Additional Handicaps

2. Should these Children with Additional Handicaps be Enrolled in Classes with Students who are Singularly Mentally Retarded

Teacher Qualities

Teacher Qualities were still another area of data collection including:

1. Personal Qualities

2. Best Background

3. Experience with TMR

Preparation and Experience

This section includes specific special education courses taken, teaching experience and contact with TMR. The special education courses include:

1. General Survey of Special Education
2. General Survey of Exceptional Children
3. Education of the Mentally Retarded
4. Curriculum Planning for the Mentally Retarded
5. Methods and Materials for the Mentally Retarded
6. Child Growth and Development
7. Occupational Training for the Mentally Retarded
8. Student Teaching with the Mentally Retarded
9. Student Teaching with the Educable Mentally Retarded
10. Student Teaching with the Trainable Mentally Retarded
11. Education of the Multi-Handicapped
12. Other Courses

Teaching Experience includes sub-variables:

1. Teacher Certification
2. Teaching Experience at Given Level
3. How Many Years Teaching Experience
4. What Type of Certificate Held

Contact with TMR includes:

1. Student Teaching
2. Teacher
3. Parent

4. Volunteer
5. Camping
6. None
7. Other
8. Most Valuable Contact

Respondents Recommendations

The final item of the questionaire was an open-ended statement regarding the one single recommendation made by the respondents for preparing teachers of TMR. The responses fell into eight general categories:

1. Physical Education Training
2. Methods and Materials Courses for Teaching the Mentally Retarded
3. Courses Specifically to Teaching the Trainable Mentally Retarded
4. Course Work for Meeting Certification Requirements Should Be Made Available Locally
5. Student Teaching Opportunities
6. Personality Factors as Basis for Selection into Program
7. Arts and Crafts Training
8. Courses in Psychology and Child Development

TREATMENT

The 87 individual questionaire items were cross tabulated with the 5 base variables and treated with X^2 statistic to determine the independence of each variable to each of the base variables of:

1. Degree Status
2. Educational Level
3. Certification Status
4. Personnel Classification

5. Age Range Taught (Teachers & Home Trainers only)

A hypothesis applied to each one of these would read that the individual variables of the questionaire would be independent of the base variables. The comprehensive list of items and subtopics so hypothesised and treated with X^2 statistics and indicating the accepted and rejected statements appears in the appendix.

REPORT OF THE FINDINGS

TEACHERS

The analysis of the findings suggest foremost that the teachers in training need courses that are relevant, usually they need an opportunity to work with the children on the basis of certain personality factors and attitudes in order to be best able to teach the TMR.

The analysis of the cross tabulated variables gives strong support to the hypothesis that the independence of the variables tends more often than not to be accepted and that those people responding to the questionaire tend to answer questions without regard to their status in the five base variables influencing their response.

Teachers Background

The following table demonstrates the incidence of independence of the five base variables when being tabulated against each other.

TABLE I --- Cross Tabulation of the Five Base Variables with Teachers as Respondents

	Degree Status	Educational Level	Personnel Classification	Certification Status	Age Range Taught
Degree Status		N.S.	N.S.	N.S.	.05
Educational Level	N.S.		N.S.	.05	.05
Personnel Classification	N.S.	N.S.		N.S.	.05
Certification Status	N.S.	.05	N.S.		.05
Age Range Taught	.05	.05	.05	.05	

The presentation in TABLE I demonstrates that the base variables are not independent of one another with the exception of Age Range Taught which indicated that there is no specific categorizing of teachers to age level of class. The second variable relationship where independence is demonstrated is between Certification Status and Educational Level. This significance supports the position that those holding certification did not necessarily train in any specific category (Special Education, Education or Non-Education).

Curriculum Components

The questionaire items dealing with curriculum are shown in the following table:

Table II --- Curriculum Components as Delineated by the Teacher Respondents Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status	Age Range Taught
(Item VII) Most Important Objectives	(1) .05	(3) .05	.05	.05	(8) .05
(Item VIII) Teachers Primary Ability	.05	.05	.05	.05	(9) .05
(Item IX) Best Prepared Academically	(2) .05	(4) .05	(5) .05	(6) .05	(10) .05
(Item XIV) Most Important Area of Classroom Management	.05	.05	.05	(7) .05	(11) .05
(Item XV) Most Satisfying Teaching Activity	.05	.05	.05	.05	.05

Table II presents a clear statement of the highly independent nature of curriculum components as viewed by the respondents. The Items across the board demonstrate independence to all base variables. The notations (1) to (11) indicate those isolated exceptions.

(1) Objectives of Self Care, Communication, Socialization, Occupational Preparation, Gross Motor Training, Arithmetic Skills, Recreational Activities, and Health and Safety all were significantly independent of Degree Status. Reading was the only non-significant variable.

(2) Academic Preparation in Child Development, Speech Development, Classroom Management, Academic Instruction, Physical Training, Parent Counseling, Knowledge of Psychological Tests Interpretation and Other Areas were accepted as being independent of Degree Status. Language Development and Behavior Control were rejected.

(3) Objectives of Communication, Socialization, Reading, Occupational Preparations, Gross Motor Training, Arithmetic Skills, Recreational Activities, and Health and Safety are accepted as independent of Educational Level. Self Care is rejected.

(4) Areas best prepared academically which are independent of Educational Level are Language Development, Speech Development, Classroom Management, Behavior Control, Academic Instruction, Physical Training, Parent Counselling, and Other Areas. The areas of Child Development and Knowledge of Psychological Test Interpretation are rejected as being independent of Educational Level.

(5) The areas of best academic preparation which are independent of Personnel Classification are Child Development, Classroom Management, Behavior Control, Academic Instruction, Physical Training, Parent Counselling, and Other Areas. Those academic preparation areas rejected as being independent of Personnel Classification are Language Development, Speech Development, and Knowledge of Psychological Test Interpretation.

(6) Academic preparation areas independent of Certification Status include Child Development, Language Development, Speech Development, Classroom Management, Academic Instruction, Physical Training, Parent Counselling, Knowledge of Psychological Test Interpretation and other areas. That area rejected as being independent is Behavior Control.

(7) Areas most important to classroom management and found to be independent of Certification Status are Knowledge of Child Development, Skills in Planning Lessons, Behavior Control Skills, Knowledge of Special Training Skills, and Knowledge of Materials. Those areas found not to

be independent are Knowledge of Content and Other Areas.

(8) The most important objectives of the program to be independent of Age Range Taught by respondents were Self Care, Communication, Reading, Occupational Preparation, Gross Motor Skills. Those objectives found not to be independent of Age Range Taught are Socialization, Arithmetic Skills, Recreational Activities and Health and Safety.

(9) The primary activities of teaching the TMR found to be independent of Age Range Taught are Provides an Atmosphere to Develop Socialization, and Develops Communication Skills. Those not found to be independent of Age Range Taught are Directs a Series of Activities, Instructs in Development of Reading and Basic Computational Skills, and Instructs in Self Care.

(10) The area best prepared academically found to be independent of Age Range Taught is Child Development, Language Development, Speech Development, Classroom Management, Behavior Control, Academic Instruction, Physical Training, Parent Counselling and Other Areas. The one area found not to be independent is Knowledge of Psychological Test Interpretation.

(11) Areas of Classroom Management determined to be independent of Age Range Taught included Knowledge of Child Development, Knowledge of Content, Skills in Planning Lessons, Knowledge of Special Training Methods, Knowledge of Materials and Other Areas. The area not found to be independent is Behavior Control Skills.

The table demonstrates that Age Range Taught is the only variable which was consistently significantly independent of the other stated variables of Degree

Status, Educational Level, Personnel Classification and Certification Status. This would support the impression that the age of the child taught is not determined by these four variables.

It is further apparent that Certification Status is independent of both Educational Level and Age Range Taught. Therefore the Certificability of teachers of the TMR is not significantly related to Educational Level (College Major divided into variables of non-education, education, and special education). Age Range Taught is as mentioned above.

Personnel Classification as stated by the Ohio Department of Mental Hygiene (Grade II, III, IV) is only significantly independent with Age Range Taught as mentioned above.

Educational Level is significantly independent as it relates to Certification Status and Age Range Taught as mentioned above.

Classroom Composition

Teachers response to percentage of TMR student population with one or more additional handicaps and the acceptance of multi-handicapped child into a class of singularly mentally retarded are shown in the following table:

TABLE III --- Classroom Composition as Interpretated by Teachers as Respondents Cross Tabulated with the Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status	Age Range Taught
(Item X) Estimated % of TMR with Additional Handicaps	.05	.05	N.S.	.05	.05
(Item XI) Attitude toward having TMR with Additional Handicap in Class with TMR Singularly Handicapped	.05	.05	N.S.	.05	.05

Item X is accepted as independent of all base variables with the exception of Personnel Classification. Item XI is accepted as independent of all base variables except Personnel Classification.

Teacher Qualities

TABLE IV presents the frequency of independence from the five base variables of the characteristics of personal qualities, background, and years of experience as held by a teacher of the TMR.

TABLE IV --- Teacher Qualities Stated by Teachers as Necessary as a Teacher of Trainable Mentally Retarded Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status	Age Range Taught
(Item XII) Best Personal Qualities	(1) .05	(3) .05	(5) .05	(6) .05	(8) .05
(Item XIII) Best Background	(2) .05	(4) .05	.05	(7) .05	(9) .05
(Item XVI) Years of Experience	.05	.05	.05	.05	.05

TABLE IV shows the teacher qualities as seen by the respondents. They include Best Personal Qualities, Best Background, and Years of Experience. The discussion of the incidence of independence leads to the determination that the responses are not related to the base variables. The exceptions are shown in notations (1) to (9).

(1) The personal qualities found to be independent of the Degree Status variable are Creativeness, Compassion, Cheerfulness, Organizational Ability, Leadership, Cooperativeness, and Other Characteristics. Those that are not found to be independent are Patience, Desire to Help,

Professional Knowledge, Initiative, and Industry.

(2) The areas of best background to have as a teacher of the Trainable Mentally Retarded found to be independent of Degree Status are Elementary Education, Kindergarten and Primary, Pre-School and Child Development Education, Special Education (Mental Retardation), Elementary - Special Education (Mental Retardation) combination, and Other Areas. Those that are found not to be independent are Psychology, Secondary Education, and Nursing Training.

(3) The personal qualities found to be independent of Educational Level are Creativeness, Patience, Compassion, Desire to Help, Organizational Ability, Initiative, Industry, Leadership, and Other Characteristics. Those found not be be independent are Cheerfulness, Professional Knowledge and Cooperativeness.

(4) The best background areas found to be independent of Educational Level include Psychology, Elementary Education, Kindergarten and Primary Education, Secondary Education, Pre-School and Child Development Education, Special Education (Mental Retardation), Nursing Training, and Other Backgrounds. The one area which is not independent is Elementary - Special Education (Mental Retardation) combination.

(5) The Best Personal Qualities factors which are independent of Personnel Classification Status include Creativeness, Compassion, Desire to Help, Cheerfulness, Organizational Ability, Initiative, Leadership, Cooperativeness, and other factors. Those found to be non-significant are Patience, Professional Knowledge, and Industry.

(6) The Personel Qualities factors found to be independent of Certification Status included Creativeness, Patience, Compassion, Desire to Help,

Cheerfulness, Initiative, Industry, Leadership, Cooperativeness, and Other. Those that are not found to be significantly independent are Professional Knowledge and Organizational Ability.

(7) The Best Background items found to be independent of the Certification Status are Psychology, Elementary Education, Kindergarten and Primary Education, Secondary Education, Pre-School and Child Development Education, Special Education (Mental Retardation), Nursing Training and Other. The one item that is not independent is Elementary - Special Education (Mental Retardation) combination.

(8) The independence of Best Personal Qualities from Age Range Taught is found significant in Creativeness, Patience, Compassion, Desire to Help, Cheerfulness, Organizational Ability, Initiative, Leadership, Cooperativeness, and Other. Those that do not show independence are Professional Knowledge and Industry.

(9) The test of independence of Best Background from Age Range Taught includes Psychology, Elementary Education, Kindergarten and Primary Education, Secondary Education, Special Education (Mental Retardation), Nursing Training and Other. The factors showing independence are Pre-School and Child Development Education and Elementary and Special Education (Mental Retardation) combination.

Preparation and Experience

The teacher respondents indicated in three items, V Curriculum Courses (Specific Special Education Training), Item VI Teaching Experience and Item XVII Contact with TMR, that their independence from the base variables are generally accepted.

Table V --- Comparison of Special Education Courses, Teaching Experience and TMR Contact held by Teacher Respondents Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status	Age Range Taught
(Item V) Special Education Courses Taken	(1) .05	(4) .05	(7) .05	(10) .05	(13) .05
(Item VI) Teaching Experience	(2) .05	(5) .05	(8) .05	(11) .05	(14) .05
(Item XVII) Contact with TMR	(3) .05	(6) .05	(9) .05	(12) .05	(15) .05

(1) The significance level in Item V by Degree Status represents six of the sub-variables, Education of the Mentally Retarded, Child Growth and Development, Occupational Training, Student Teaching with the Mentally Retarded, Student Teaching with the Educable Mentally Retarded and Student Teaching with the Trainable Mentally Retarded. Those rejected as being independent are General Survey of Special Education, General Survey of Exceptional Children, Curriculum Planning for the Mentally Retarded, Methods and Materials for the Mentally Retarded, Education of the Multi-handicapped and Other Courses.

(2) Item VI Teaching Experience as cross tabulated with Degree Status shows sub-items Teaching Experience at Given Level, How Many Years Teaching Experience, What Type of Certificate Held, as all being significant. Teacher Certification is rejected.

(3) Item XVII, Contact Respondents had with TMR cross tabulated with Degree Status shows all sub-items to be accepted. These include Student Teaching, Volunteer, Camping, No Experience, Others and Most Valuable.

(4) Item V cross tabulated with Educational Level shows all sub-items accepted but Methods and Materials for Mentally Retarded, Occupational Training for Mentally Retarded, Student Teaching with the Mentally Retarded, and Student Teaching with the Trainable Mentally Retarded.

(5) Item VI shows two sub-items as independent, Teaching Experience at Given Level and How Many Years Teaching Experience. Rejected are Teacher Certification Level and What Type of Certificate Held.

(6) Item XVII demonstrates all sub-items accepted.

(7) Item V cross tabulated with Personnel Classification shows eight of the sub-items rejected as not being significant. They are General Survey of Special Education, General Survey of Exceptional Children, Education of the Mentally Retarded, Curriculum Planning for the Mentally Retarded, Methods and Materials for the Mentally Retarded, Occupational Training for the Mentally Retarded, Education of the Multi-handicapped, and Other Courses. Those accepted as independent are Child Growth and Development, Student Teaching with the Mentally Retarded, Student Teaching with the EMR and Student Teaching with the TMR.

(8) Item VI shows two sub-items as accepted, Teaching Experience at Given Level and What Type of Certificate Held. Two sub-items are rejected, they are Teaching Certification Level and How Many Years Teaching Experience.

(9) Item XVII all sub-items are accepted except Most Valuable Experience.

(10) Item V as cross tabulated with Certification Status shows all sub-items but two as rejected. Those accepted as independent are Student Teaching with the Mentally Retarded and Student Teaching with the Trainable

Mentally Retarded.

(11) Item VI has all sub-items but one accepted. Teacher Certification Level is rejected.

(12) Item XVII all sub-items are accepted except Other.

(13) Item V cross tabulated with Age Range Taught shows all but Curriculum Planning for Mentally Retarded as accepted.

(14) Item VI shows all sub-items as accepted.

(15) Item XVII shows all sub-items as accepted.

Teacher Recommendations

The respondents statements regarding one single recommendation for preparing teachers of the Trainable Mentally Retarded demonstrated a range of subjects that are best grouped under the right categories listed in TABLE VI.

TABLE VI --- Frequency of Teacher Respondents Single Recommendation for Preparing Teachers of the Trainable Mentally Retarded

CATEGORY	f
Physical Education	6
Methods and Materials of Instruction of Mentally Retarded	44
TMR Contact Courses Made Available	51
Course Work for Training in MR be Made Available Locally	11
Student Teaching with TMR	126
Personality Factors	100
Psychology and Other Courses	29
Arts and Crafts Courses	6
TOTAL	383

The most frequent recommendation is for the person in training to have either a student - teaching placement with the Trainable Mentally Retarded or some pre-service on or in service experience with the TMR. Many of these types of student-contact experiences are urged to be with approved supervision.

The second most frequent recommendation is that the prospective teacher have certain personality traits. The respondents comments ranged from suggesting a person have or develop such traits, to statements that ruled out any but the stoutest of heart and most dedicated of soul.

The third area of preparation is centered around the critical comment of courses currently available for preparing teachers of the Trainable Mentally Retarded. These comments ranged from improving existing courses to a general disgust with curricula, personnel and instruction.

The recommendation for preparation in working with materials and the development of techniques to apply them, is the fourth most frequent item. These comments included suggestions that special diagnostic techniques be developed.

The need for available courses in Mental Retardation easily accessable or in local areas is recommended. Multiple registration in several colleges or universities to meet State requirements is cited as a real problem. It is felt by the respondents that the required courses could be offered in extension facilities to resolve the travel problem.

The sixth area is regarding courses in child psychology, educational psychology, and related subject fields. In addition, specific mention was made of the prospective teachers having outstanding scholarly ability. One person felt that the best possible improvement would be a raise in pay.

Physical education had a small group of supporters as did Arts and Crafts

training. Both of these groups felt that their recommendations served as an excellent frame of reference from which to develop the teaching process.

Administrators Background

This section presents the administrators response to the questionaire.

TABLE VII indicates the incidence of independence of four of the five base variables (Age Range Taught deleted) when being tabulated against each other.

TABLE VII --- Cross Tabulation of the Four Base Variables (Age Range Taught deleted) from Administrators Questionaire

	Degree Status	Educational Level	Personnel Classification	Certification Status
Degree Status		N.S.	.05	N.S.
Educational Level	N.S.		.05	.05
Personnel Classification	.05	.05		.05
Certification Status	N.S.	.05	.05	

TABLE VII shows independence between Degree Status and Personnel Classification, Educational Level and Personnel Classification, Educational Level and Certification Status. There is no independence supported on Degree Status and Educational Level or Degree Status and Certification Status.

The interpretation of this indicates that change in Personnel Classification is not dependent upon Degree Status but indeed is statistically accepted as being independent of academic growth.

The Educational Level and Personnel Classification also is accepted as being independent of one another. Therefore, we can say that it makes no difference what educational background the person has, special education, education, or non-education, they still respond in such a wide range that there is significant spread in their areas. The Educational Level and Certification Status also shows independence which means that the persons having educational background in special education, education or non-education all answer in similar patterns.

The comparison of Degree Status and Educational Level, Degree Status and Certification Status both are rejected as being independent.

Curriculum Components

TABLE VIII indicates the Curriculum Components that are independent of the base variables as stated by the Administrator respondents.

TABLE VIII --- Curriculum Components as Delineated by the Administrator Respondents Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status
(Item VII) Most Important Objectives	.05	.05	.05	(3) .05
(Item VIII)Teachers Primary Ability	.05	.05	.05	.05
(Item IX) Best Prepared Academically	.05	(1) .05	.05	.05
(Item XIV) Most Important Area of Classroom Management	.05	.05	(2) .05	.05
(Item XV) Most Satisfying Activity	.05	.05	.05	.05

(1) The preceeding table demonstrates that with the exception of three items

all the sub-variables are significantly independent of the base variables. Those that have sub-variables which are not significant are Item IX, Best Prepared Academically cross tabulated with Educational Level which shows all sub-variables but number 10, Other Areas of Academic Preparation as being independent.

(2) The second area which independence is rejected is in Item XIV, Most Important Area of Classroom Management, cross tabulated with Personnel Classification. Here all sub-variables are independent except for number 1, Knowledge of Child Development.

(3) The third is Item VII, Most Important Objectives cross tabulated with Certification Status in which all sub-variables are independent except for number 6, Gross Motor Training.

Class Composition

The Administrators impressions of class composition as it relates to the estimated incidence of additional handicaps inthe TMR population and the appropriateness of children with additional handicaps being enrolled in classes with TMR children singularly handicapped is presented in the next table.

TABLE IX --- Classroom Composition as Interpreted by the Administrator Respondents Cross Tabulated with the Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status
(Item X) Estimated percentage of TMR with Additional Handicaps	.05	.05	.05	.05
(Item XI) Attitude Toward Having TMR with Additional Handicaps in Class with TMR Singularly Handicapped	.05	.05	.05	N.S.

The independence of Item X and Item XI is accepted in cross tabulation with all base variables except Certification Status as it is related to Item XI. Independence is rejected.

Teacher Qualities

TABLE X is a presentation of the test of independence of teacher qualities as stated by Administrator respondents cross tabulated with base variables.

TABLE X --- Teacher Qualities Stated by Administrators as Necessary as a Teacher of TMR Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status
(Item XII) Best Personal Qualities	(1) .05	.05	(3) .05	(4) .05
(Item XIII) Best Back-ground	(2) .05	.05	.05	.05
(Item XVI) Years of Experience	.05	.05	N-S	.05

The above table indicates the teacher qualities as seen by the Administrators. They included the responses to what are the best personal qualities, best background and years of teaching experience. The test of independence by these variables and their sub-items to the four base variables demonstrates an acceptance of all with the exception of those indicated by bracketed number.

(1) The personal qualities found to be independent of Degree Status include Creativeness, Patience, Compassion, Desire to Help, Cheerfulness, Professional Knowledge, Organizational Ability, Initiative, Industry, Leadership and Cooperativeness. The only item not accepted was Other. This indicated that Administrators had no bias because of their Degree Status.

(2) The Item XIII, Best Background, has all sub-items accepted as independent except Elementary and Special Education (Mental Retardation) Combination. This suggests that those that selected that item were biased according to Degree Status.

(3) The Item XII, Personal Qualities, as cross tabulated with Personnel Classification shows acceptance of independence except for Initiative, Leadership and Other Characteristics. Those items show a bias to Personnel Classification.

(4) The Item XII, Personal Qualities, as cross tabulated with Certification Status shows all items accepted for independence except Creativeness, which is rejected.

Preparation and Experience

TABLE XI brings together the specific training and experience held by the Administrators. They were asked what courses they had had in special education and what contact they had had with the TMR. Their responses are shown in the next table.

TABLE XI --- Comparison of Special Education Courses, Teaching Experience, and TMR Contact Held by Administrators Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status
(Item V) Special Education Courses Had	(1) .05	(4) .05	(7) .05	(10) .05
(Item VI) Teaching Experience	(2) .05	(5) .05	(8) .05	(11) .05
(Item XVII) Contact with TMR	(3) .05	(6) .05	(9) .05	(12) .05

(1) Item V is the test of independence of curriculum courses in special education cross tabulated with the base variables. The sub-items General Survey of Exceptional Children, Occupational Training for the Mentally Retarded, Student Teaching with the Mentally Retarded, Student Teaching with the Educable Mentally Retarded, Student Teaching with the Trainable Mentally Retarded and Other Courses all are significant at the .05 level when cross tabul ed with Degree Status. The sub-items of General Survey of Special Education, Education of the Mentally Retarded, Curriculum Planning for the Mentally Retarded, Methods and Materials for the Mentally Retarded, Child Growth and Development and Education of the Multi-handicapped are rejected as being independent.

(2) Item VI tests the independence of teaching experience cross tabulated with Degree Status. All sub-items are accepted at the .05 level. These included Teacher Certification, Teaching Experience at Given Level, How Many Years Teaching Experience, and What Type of Certificate Held.

(3) Item XVII, the test of independence on contact respondent had with TMR cross tabulated with Degree Status reports all but one sub-item significant at .05 level. These include Teacher, Volunteer, and Other. The response to the item Most Valuable is rejected.

(4) Item V, as cross tabulated with Educational Level shows all sub-items but three to be accepted as independent. Those that are rejected are Curriculum Planning for the Mentally Retarded, Student Teaching with the Educable Mentally Retarded, and Education of the Multi-handicapped.

(5) Item VI shows all sub-items as significant.

(6) Item XVII demonstrated that all sub-items are significant namely, Student Teaching, Teaching, Volunteer, Camping, Other and Most Valuable.

(7) Item V, as cross tabulated with Personnel Classification shows all sub-items except Methods and Materials for the Mentally Retarded to be significant.

(8) Item VI demonstrates all sub-items except What Type of Certificate Held to be significant.

(9) Item XVII displays all sub-items as accepted as independent.

(10) Item V, as cross tabulated with Certification Status shows the sub-items of General Survey of Special Education, Curriculum Planning for the Mentally Retarded, Child Growth and Development, and Other Courses to be rejected as not significant.

(11) Item VI shows all sub-items as independent.

(12) Item XVII shows all sub-items as independent.

Administrators Recommendations

The open-ended question at the end of the questionaire offered the opportunity for the respondents to make one specific suggestion as to the best way to prepare teachers of the TMR. The Administrators responded as follows:

TABLE XII --- Frequency of Administrator Respondents Single Recommendation for Preparing Teachers of the Trainable Mentally Retarded

CATEGORY	f
Physical Education	0
Methods and Materials of Instruction of MR	11
TMR Contact Courses Made Available	14
Course Work for Training in MR be Made Available Locally	2
Student Teaching with TMR	14
Personality Factors	19
Psychology and Other Courses	3
Arts and Crafts	0
TOTAL	63

The primary recommendation by the Administrators is for the teacher to hold specific personality factors including patience, understanding and desire to work with the TMR. Secondly, two areas are equally mentioned, courses with TMR contact and student teaching. Next is the importance of having instruction in methods and materials for teaching the TMR. The final category mentioned included MR courses available locally and the need for courses in psychology and other areas.

These responses are slightly different from the Teachers by appreciably the same as Home Trainers.

HOME TRAINERS BACKGROUND

The following is a report of the Home Trainers responses to the questionaire items.

Home Trainers responding to the survey reported in the following manner to the cross tabulation of the five base variables, Degree Status (Degree or non-degree), Educational Level (Special Education, Education, or Non-Education).

TABLE XIII --- Cross Tabulation of Five Base Variables with Home Trainers as Respondents

	Degree Status	Educational Level	Personnel Classification	Certification Status	Age Range Taught
Degree Status		.05	NS	.05	.05
Educational Level	.05		.05	.05	.05
Personnel Classification	NS	.05		.05	.05
Certification Status	.05	.05	.05		.05
Age Range Taught	.05	.05	.05	.05*	

*Based on Very Limited Sample

Table XIII demonstrated all base variables with the exception of Degree Status cross tabulated with Personnel Classification are significantly independent.

The independence of these variables indicates that the respondents do not have any relationship between the Degree Status they hold, the Educational Level they have achieved, the Certification they hold, nor the Age Range they teach. Such a variance supports the position that the factors are mutually exclusive of each other.

Curriculum Components

The findings of the Home Trainer respondents on the Curriculum Components of the survey indicates the extent of independence. Their findings are presented in TABLE XIV.

TABLE XIV --- Curriculum Components as Delineated by the Home Trainer Respondents Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnal Certification	Certification Status	Age Range Taught
(Item VII) Most Important Objectives	.05	(3) .05	.05	(8) .05	.05
(Item VIII) Teachers Primary Ability	.05	.05	(5) .05	.05	(9) .05
(Item IX) Best Prepared Academically	(1) .05	.05	(6) .05	.05	(10) .05
(Item XIV) Most Important Area of Classroom Management	(2) .05	(4) .05	(7) .05	.05	(11) .05
(Item XV) Most Satisfying Activity	.05	.05	.05	.05	.05

(1) Item IX, Area Best Prepared Academically, indicates that all sub-variables are independent of Degree Status except Knowledge of Psychological Test Interpretation.

(2) Item XIV, the respondents impressions of Area Most Important in Classroom Management, has all sub-variables accepted as independent of Degree Status, with the exception of Knowledge of Special Training Methods.

(3) Item VII, Most Important Objectives of the Program cross tabulated with Educational Level indicates that Communication, Reading, and Recreational Activities are rejected as independent variables.

(4) Item XIV, Most Important Area of Classroom Management as cross tabulated with Educational Level has all but one sub-variable, Skills in Planning Lessons, accepted as independent.

(5) Item VIII, Teachers Primary Abilities, cross tabulated with Personnel Classification demonstrates one sub-variable, Developing Communication Skills, as rejected. All other sub-variables are accepted.

(6) Item IX, Area Best Prepared Academically, shows three sub-variables being rejected when cross tabulated with Personnel Classification. There are seven factors which are accepted.

(7) Item XIV, Most Important Area of Classroom Management, when cross tabulated with Personnel Classification shows two sub-variables as rejected. They are Knowledge of Child Development and Knowledge of Special Training Methods.

(8) Item VII, Most Important Objectives of the Program test for independence against Certification Status shows two sub-variables rejected, Communication and Occupational Preparation.

(9) Item VIII, Teachers Primary Activities, when compared against Age Range Taught shows the sub-variable, Instructs on Self Care, as rejected. All others are accepted.

(10) Item IX, Best Prepared Academically, when cross tabulated with Age Range Taught, shows Language Development as not accepted as independent.

(11) Item XIV, Most Important Area of Classroom Management, cross tabulated with Age Range Taught shows acceptance of all sub-variables except Knowledge of Child Development.

Class Composition

Home Trainers responded to the estimated incidence of TMR with Additional Handicaps and the participation of such multiple handicapped with the singularly retarded shown in the following table:

TABLE XV --- Classroom Composition as Interpreted by Home Trainers as Respondents Cross Tabulated with the Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Status	Age Range Taught
(Item X) Estimated % of TMR with Additional Handicaps	.05	.05	N-S	.05	.05
(Item XI) Attitude toward having TMR with Additional Handicaps in Class with TMR Singularly Handicapped	.05	.05	.05	.05	.05

With the exception of Item X, Estimated Percentage of TMR with Additional Handicaps as cross tabulated with Personnel Classification, all variables are accepted as being independent of Base Variables.

Teacher Qualities

TABLE XVI presents the results of the Home Trainers responses to the items dealing with teacher qualities as compared to Base Variables.

TABLE XVI--- Teacher Qualities Stated by Home Trainers as Necessary as a Teacher of the Trainable Mentally Retarded Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnel Classification	Certification Level	Age Range Taught
(Item XII) Best Personal Qualities	.05	.05	(1) .05	.05	.05
(Item XIII) Best Background	.05	.05	(2).05	.05	.05
(Item XVI) Years of Experience	.05	.05	.05	.05	.05

(1) Item XII, Best Personal Qualities, as cross tabulated with Personnel Classification, shows all but two of the sub-variables independent. These two are Patience and Cheerfulness.

(2) Item XIII, Best Background to Have as a Teacher of the TMR, cross tabulated with Personnel Classification shows only one sub-variable as not being independent. The factor is Psychology.

Preparation and Experience

The Home Trainers preparation and experience are presented in the next table. Their responses give an interesting background of studies.

TABLE XVII --- Comparison of Special Education Courses, Teaching Experience and TMR Contact of Home Trainers Cross Tabulated with Base Variables

	Degree Status	Educational Level	Personnal Classification	Certification Status	Age Range Taught
(Item V) Special Education Courses Taken	(1) .05	(4) .05	.05	(8) .05	(10).05
(Item VI) Teaching Experiences	(2).05	.05	(6) .05	N-A	.05
(Item XVII) Contact with TMR	(3).05	(5).05	(7) .05	(9).05	(11).05

(1) Item V, Special Education Courses Taken, as cross tabulated with Degree Status shows all but one course as being independent of Degree Status. The exception is Methods and Materials for the Mentally Retarded.

(2) Item VI, Teaching Experience, shows two of the sub-variables as inappropriate. The two that are appropriate are Teacher Certification and What Type of Certificate Held.

(3) Item XVII, Contact with TMR as cross tabulated with Degree Status shows Volunteer, Camping, Other and Most Valuable as independent. The other sub-variables were not appropriate.

(4) Item V, Special Education Courses Taken, cross tabulated with Educational Level, shows only Child Growth and Development as not independent.

(5) Item XVII, Contact with TMR, as compared to Educational Level, has Parents, Volunteer, None and Other and Most Valuable as accepted. The remaining are inappropriate.

(6) Item VI, Teaching Experience, compared to Personnel Classification indicates all sub-variables except How Many Years Teaching Experience as accepted.

(7) Item XVII, Contact with TMR compared to Personnel Classification shows Volunteer, Camping, Other, and Most Valuable as accepted. The other sub-variables are inappropriate.

(8) Item V, Special Education Courses Taken, cross tabulated with Certification Status shows all courses except General Survey of Special Education, Methods and Materials for the Mentally Retarded, Occupational Training for the Mentally Retarded and Student Teaching with the Educable Mentally Retarded as accepted.

(9) Item XVII, Contact with TMR, cross tabulated with Certification Status shows Volunteer, Camping, Other and Most Valuable as accepted sub-variables.

(10) Item V, Special Education Courses Taken, cross tabulated with Age Range Taught shows only Student Teaching with Educable Mentally Retarded as rejected.

(11) Item XVII, Contact with TMR, cross tabulated with Age Range Taught, shows only Other sub- variable as appropriate and accepted and it is based on a very small response.

Home Trainer Recommendations

Home Trainers responded with appreciable the same categories of recommendations as the single most important experience for preparing teachers of the Trainable Mentally Retarded. The incidence of response is demonstrated in TABLE XVIII.

TABLE XVIII --- Frequency of Home Trainers Respondents Single Recommendations for Preparing Teachers of the TMR

CATEGORY	f
Physical Education	1
Methods and Materials for Instruction of Mentally Retarded	6
TMR Contact Courses Made Available	2
Course Work for Training MR be Made Available Locally	1
Student Teaching with TMR	4
Personality Factors	8
Psychology and Other Courses	3
Arts and Crafts	0
TOTAL	25

The numbers are very limited but it is interesting to note that the highest incidence of reporting is of Personality factors, secondly Methods and Materials for Instruction of Mentally Retarded and third is Student Teaching with the Mentally Retarded. A fourth area is Psychology and Other Areas. This item had Child Development mentioned frequently. TMR Content Courses and Courses Locally Available and Physical Education were the least mentioned.

SUMMARY AND RECOMMENDATIONS

The summation of the study indicates that a large number of the variables cross tabulated with the five base variables (four base variables for the Administrators) show a significant independence of these variables.

SUMMARY

Background Variables

The Teacher responses show that when Age Range Taught (3-6, 7-10, 11-13, 14-16, 17-20, 21 & over) is considered as a variable it is independent of the four other base variables. Certification Status (certified or non-certified) cross tabulated with Educational Level (Special Education, Education, and Non-Education Training) shows independence.

The Administrator data indicates that Personnel Classification (Administrator, Instructor Supervisor, Instructor IV) is independent of Educational Level (Special Education, Education, and Non-Education). Personnel Classification is also independent of Degree Status (certified, non-certified). Educational Level is independent of Certification Status.

The Home Trainers responses show independence of all cross tabulated base variables except Personnel Classification and Degree Status.

The Teachers show the least independence among the base variables with the Administrators next and the Home Trainers the most independent.

Curriculum Components

The curriculum components in all three groups, Teachers, Administrators, and Home Trainers, show all items as independent. Each item has a number of sub-items which show most to be independent of the base variables.

Teacher Qualities

This area considers variables that deal with characteristics of teachers, years of experience, and best background of experience. The three areas of Teacher, Administrator and Home Trainer show all to be independent with the exception of Administrators in years of experience as cross tabulated with Personnel Classification; a few sub-items in each of the categories are shown to be not independent.

Preparation and Experience

All factors in the three categories are independent of the base variables with the exception of Home Trainers, Teaching Experience, cross tabulated with Certification Status.

Respondents Single Recommendations

The respondents were offered the opportunity to provide a single recommendation for the best type of experience for becoming a teacher of the TMR.

Teachers indicated that the most important factor would be the availability of student teaching with the TMR, and second, the importance of specific personality factors. Thirdly, the availability of courses emphasizing the TMR, followed by Methods and Materials Courses, Psychology and Other Courses, MR Courses Available Locally and finally, Physical Education and Arts and Crafts.

The Administrators indicated the most important factor to be Personality, followed by Student Teaching with TMR and MR Contact Courses with equal incidence. The third most frequent item mentioned was Methods and Materials courses. This was followed by Courses Locally Available and Courses in Psychology and Other Areas.

The Home Trainer most often indicated Personality with Methods and Materials as second, followed by Student Teaching with TMR, TMR Contact Courses and Psych-

ology and Other Courses are mentioned as are Physical Education and Locally Available Courses in MR.

Classroom Composition

The three components of the survey, Teacher, Administrator and Home Trainer, present a statistically similar set of responses to the questions of percentage of TMR who have additional handicaps and to whether the multiple handicapped should be enrolled in classes with those only mentally retarded.

The Teachers shows Personnel Classification as not significant but all other cross tabulated were accepted as independent. The Administrators presented all variables except Certification Status by attitude toward having TMR with Additional Handicaps in classes with TMR Singularly Handicapped. The Home Trainers demonstrated that the only variable not accepted as independent was Estimated Percentage of TMR with Additional Handicaps by Personnel Classification.

Teacher Qualities

The discussion of Teacher Qualities presents a greater number of Teachers responses indicating rejection of independence than either Administrators or Home Trainers. There is a consistent pattern of acceptance of independence by all three groups.

Preparation and Experience

The questions in this section deal with the specific courses in special education and mental retardation taken, the nature of the teaching experience held by the respondent, and the type of contact that the respondent had with the TMR.

All of the three groups of respondents had all variables as cross tabulated

with the base variables as significant. Each of the three groups had sub-variables of the questions that were rejected.

In general, the respondents answers were not influenced by their base variable status.

Single Recommendations

The last question of the questionaire provided an opportunity for the respondents to state their idea of what is the single most important thing for training teachers of the TMR. The three groups answered with some difference in emphasis. They all tended to answer in the same general pattern. The teachers emphasized Student Teaching and Personality Factors. The Administrators preferred Personality Factors and secondly, Student Teaching and TMR Contact Courses. The Home Trainers preferred Personality Factors and Methods and Materials for teaching the TMR.

RECOMMENDATIONS

As a result of this study, it is recommended that first and foremost the personnel of the TMR program in Ohio clearly mandates through their strong statements regarding areas of training needed that a selection of prospective teachers and curriculum to train them must be established.

Recommendation 1: Student Teaching with TMR be provided for all pre-service persons and in-service supervision be provided for all personnel now teaching.

Recommendation 2: A personality check list be developed to identify those prospective teachers of TMR who could best meet the teacher qualities required.

Recommendation 3: Curriculum courses designed specifically for teachers of the TMR be provided (this curriculum must include basic child development, classroom organization and management techniques, methods and materials for instructing the TMR, and an opportunity to implement the techniques in a real classroom situation).

Recommendation 4: Opportunities during high school and summer months to work with the mentally retarded will enable individuals to gain a more realistic expectation of the MR, also to discover if they are able to contribute to the teaching of the mentally retarded.

Recommendation 5: The respondents need to be instructed in parent counselling in order to carry out one very important aspect of the role of teacher.

Recommendation 6: Establish an experimental training program for teachers of the TMR in order to identify those areas of preparation leading to qualify teacher performance.

Recommendation 7: Conduct further analysis of subject responses to this study in order to identify urban and rural, male and female, older and younger age, administrator and teacher expectation differences.

The demonstrated independence from Degree Status, Educational Level, Personnel Classification, Certification Status or Age Range Taught influence indicates that the training to date has failed to provide the personnel with sufficient knowledges to differentiate in their responses to the items of the questionaire.

APPENDICES

APPENDIX 1. TEACHER RESPONSES

APPENDIX 2. ADMINISTRATOR RESPONSES

APPENDIX 3. HOME TRAINER RESPONSES

APPENDIX 4. COMPREHENSIVE CHART OF SIGNIFICANCE

TEACHERS:

Variables Cross Tabulated With Degree Status

Value of X^2 is considered significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Educational Level by Degree Status	2	66.63636	N.S.
Item II.	The test of independence of Personnel Classification by Degree Status	2	186.33130	N.S.
Item III.	The test of independence of Certification Status by Degree Status	1	52.08551	N.S.
Item IV.	The test of independence of Age Range Taught by Degree Status	6	5.21394	.05
Item V.	The test of independence of Curriculum Courses by Degree Status			
	1. General Survey of Special Education	1	10.47631	N.S.
	2. General Survey of Exceptional Children	1	24.85589	N.S.
	3. Education of the Mentally Retarded	1	3.28072	.05
	4. Curriculum Planning for the Mentally Retarded	1	15.58498	N.S.
	5. Methods & Materials for the Mentally Retarded	1	6.02753	N.S.
	6. Child Growth and Development	1	0.22421	.05
	7. Occupational Training for the Mentally Retarded	1	3.28968	.05
	8. Student Teaching with Mentally Retarded	1	0.14113	.05
	9. Student Teaching with Educable Mentally Retarded	1	1.72260	.05
	10. Student Teaching with Trainable Mentally Retarded	1	0.57498	.05
	11. Education of the Multihandicapped	1	5.96591	N.S.
	12. Other Courses	1	10.31608	N.S.

		Df	X^2	P
Item VI.	The test of independence of Teaching Experience by Degree Status			
	1. Teacher Certification	3	10.66948	N.S.
	2. Teaching Experience at given level	2	1.29761	.05
	3. How many years teaching experience	23	23.19628	.05
	4. What type of certificate held	3	1.91232	.05
Item VII.	The test of independence of items seen as most important objectives of the Program for Trainable Mentally Retarded by Degree Status			
	1. Self Care	6	6.25151	.05
	2. Communication	6	11.31656	.05
	3. Socialization	8	11.41842	.05
	4. Reading	7	15.55787	N.S.
	5. Occupational Preparation	8	3.92382	.05
	6. Gross Motor Training	8	7.57640	.05
	7. Arithmetic Skills	7	13.66884	.05
	8. Recreational Activities	8	7.87741	.05
	9. Health & Safety	8	7.85511	.05
Item VIII.	The test of independence of items seen as best describing the teachers primary activity in working with the Trainable Mentally Retarded by Degree Status			
	1. Directs a Series of Activities	7	8.02887	.05
	2. Instructs in development of reading and basic computational skills	5	7.28382	.05
	3. Instructs in self care	5	7.86621	.05
	4. Provided an atmosphere to develop socialization	4	3.49831	.05
	5. Develops communication skills	5	3.43478	.05
Item IX.	The test of independence of the area in which the respondent felt best prepared academically by Degree Status			
	1. Child Development	8	3.98142	.05
	2. Language Development	8	20.80266	N.S.
	3. Speech Development	8	9.30791	.05
	4. Classroom management	8	12.48561	.05
	5. Behavioral Control	8	30.11844	N.S.

		Df	X^2	P
6.	Academic Instruction	8	11.88327	.05
7.	Physical Training	8	10.54402	.05
8.	Parent Counselling	8	14.38926	.05
9.	Knowledge of psychological test interpretation	3	9.25323	.05
10.	Other Areas	8	4.546675	.05
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Degree Status	8	4.47876	.05
Item XI.	The test of independence of attitude toward TMR children with additional handicaps participating with singularly handicapped by Degree Status	1	1.41923	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance to a teacher of TMR by Degree Status			
1.	Creativeness	10	13.13789	.05
2.	Patience	10	18.60958	N.S.
3.	Compassion	11	16.00942	.05
4.	Desire to help	11	20.09407	N.S.
5.	Cheerfulness	11	18.43778	.05
6.	Professional knowledge	10	28.87390	N.S.
7.	Organizational Ability	11	14.30607	.05
8.	Initiative	10	19.73138	N.S.
9.	Industry	11	37.28088	N.S.
10.	Leadership	11	8.04018	.05
11.	Cooperativeness	11	16.29634	.05
12.	Other	10	8.2963	.05
Item XIII.	The test of independence as to what respondent considered best background to have as a teacher of TMR by Degree Status			
1.	Psychology	7	16.67816	N.S.
2.	Elementary Education	8	12.21139	.05
3.	Kindergarten & Primary Education	8	12.38532	.05
4.	Secondary Education	8	17.76268	N.S.
5.	PreSchool & Child Development Education	7	4.94935	.05
6.	Special Education (Mental Retardation)	7	5.22665	.05

		Df	X^2	P
	7. Elementary & Special Education (Mental Retardation) Combination	6	10.98044	.05
	8. Nursing Training	8	17.29710	N.S.
	9. Other	8	9.78313	.05
Item XIV.	The test of independence of respondents impression of most important area of classroom management by Degree Status			
	1. Knowledge of Child Development	5	7.51272	.05
	2. Knowledge of Content	6	9.95204	.05
	3. Skills in Planning Lessons	6	4.91924	.05
	4. Behavior Control Skills	6	6.87763	.05
	5. Knowledge of Special Training Methods	6	10.20483	.05
	6. Knowledge of Materials	6	7.35342	.05
	7. Other	11	9.25031	.05
Item XV.	The test of independence of activities most satisfying to teaching of TMR by Degree Status	12	11.46155	.05
Item XVI.	The test of independence of years of experience teaching TMR by Degree Status	19	12.42191	.05
Item XVII.	The test of independence on contact respondent had with TMR by Degree Status			
	1. Student Teaching	1	1.66387	.05
	2. Volunteers	7	6.82565	.05
	3. Camping	5	2.00000	.05
	4. None	1	0.98622	.05
	5. Others	18	14.89082	.05
	6. Most Valuable	3	1.93892	.05

TEACHERS:

Variables Cross Tabulated with Educational Level

Value of X^2 is considered significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Degree Status by Educational Level	2	66.63636	N.S.
Item II.	The test of independence of Personnel Classification by Educational Level	2	186.33130	N.S.
Item III.	The test of independence of Certification Status by Educational Level	2	1.98907	.05
Item IV.	The test of independence of Age Range Taught by Educational Level	12	22.98534	.05
Item V.	The test of independence of Curriculum Courses by Educational Level			
	1. General Survey of Special Education	2	3.50781	.05
	2. General Survey of Exceptional Children	2	1.13611	.05
	3. Education of the Mentally Retarded	2	0.55376	.05
	4. Curriculum Planning for the Mentally Retarded	2	2.04957	.05
	5. Methods & Materials for Mentally Retarded	2	7.14796	N.S.
	6. Child Growth & Development	2	5.10957	.05
	7. Occupational Training for Mentally Retarded	2	6.56830	N.S.
	8. Student Teaching with the Mentally Retarded	2	9.22718	N.S.
	9. Student Teaching with Educable Mentally Retarded	2	1.18283	.05
	10. Student Teaching with the Trainable Mentally Retarded	2	9.40425	N.S.
	11. Education of the Multihandicapped	2	1.01007	.05
	12. Other Courses	2	1.28574	.05
Item VI.	The test of independence of Teacher Certification by Educational Level			
	1. Teacher Certification Level	6	49.03303	N.S.
	2. Teaching Experience at Given Level	4	6.23638	.05

	Df	X^2	P
3. How Many Years Teaching Experience	46	45.83682	.05
4. What Type of Certificate Held	6	16.48265	N.S.

Item VII The test of independence of items seen as most important objectives of the Program for TMR by Educational Level

1. Self Care	12	32.47404	N.S.
2. Communication	12	11.78877	.05
3. Socialization	16	13.92392	.05
4. Reading	14	12.77911	.05
5. Occupational Preparation	16	16.49959	.05
6. Gross Motor Training	16	22.46297	.05
7. Arithmetic Skills	14	17.72464	.05
8. Recreational Activities	16	24.10175	.05
9. Health & Safety	16	24.18331	.05

Item VIII. The test of independence of items as seen as best describing the teachers primary activities in working with the Trainable Mentally Retarded by Educational Level

1. Direct a Series of Activities	14	20.20049	.05
2. Instructs in Development of Reading & Basic Computational Skills	10	5.83417	.05
3. Instructs in Self Care	10	11.14842	.05
4. Provide an Atmosphere to Develop Socialization	8	5.82785	.05
5. Develop Communication Skills	10	10.99438	.05

Item IX. The test of independence of the area in which respondent felt best prepared academically by Educational Level

1. Child Development	16	27.00695	N.S.
2. Language Development	16	18.35549	.05
3. Speech Development	16	20.81089	.05
4. Classroom Management	16	22.99309	.05
5. Behavior Control	16	14.06242	.05
6. Academic Instruction	16	11.45972	.05
7. Physical Training	16	7.95222	.05
8. Parent Counselling	16	15.76283	.05
9. Knowledge of Psychological Test	16	33.27250	N.S.
10. Other Areas of Academic Preparation	16	16.31611	.05

		Df	X^2	P
Item X	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Educational Level	16	22.89896	.05
Item XI.	The test of independence of attitude toward TMR children with additional handicaps participating with singularly handicapped by Educational Level	2	2.62970	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance to a teacher of TMR by Educational Level			
	1. Creativeness	20	14.78035	.05
	2. Patience	20	19.41507	.05
	3. Compassion	22	27.20637	.05
	4. Desire to Help	22	24.19130	.05
	5. Cheerfulness	22	36.04603	N.S.
	6. Professional Knowledge	20	39.79569	N.S.
	7. Organizational Ability	22	17.42315	.05
	8. Initiative	20	24.21043	.05
	9. Industry	22	21.42055	.05
	10. Leadership	22	17.99274	.05
	11. Cooperativeness	22	39.38235	N.S.
	12 Other Characteristics	20	18.3255	.05
Item XIII.	The test of independence as to what respondents considered best background to have as a teacher of TMR by Educational Level			
	1. Psychology	14	20.46897	.05
	2. Elementary Education	16	25.53068	.05
	3. Kindergarten & Primary Education	16	23.68272	.05
	4. Secondary Education	16	18.21601	.05
	5. Pre-School & Child Development	14	15.69154	.05
	6. Special Education (Mental Retardation)	14	17.63769	.05
	7. Elementary Special Education (Mental Retardation) combination	12	30.99660	N.S.
	8. Nursing Training	16	15.28935	.05
	9. Other background	16	6.29862	.05

		Df	X^2	P
Item XIV.	The test of independence of respondents impression of most important area of classroom management by Educational Level			
	1. Knowledge of Child Development	10	9.21968	.05
	2. Knowledge of Content	12	18.96038	.05
	3. Skills in Planning Lessons	12	7.99440	.05
	4. Behavior Control Skills	12	8.38136	.05
	5. Knowledge of Special Training Methods	12	9.09024	.05
	6. Knowledge of Material	12	12.41292	.05
	7. Other	12	17.49396	.05
Item XV.	The test of independence of activities most satisfying to teaching of TMR by Educational Level	24	22.87295	.05
Item XVI.	The test of independence of years of experience teaching TMR by Educational Level	38	36.89434	.05
Item XVII.	The test of independence on contact respondent has with TMR by Educational Level			
	1. Student Teaching	2	1.05882	.05
	2. Volunteers	14	16.31738	.05
	3. Camping	10	12.00000	.05
	4. None	2	1.35410	.05
	5. Other Contacts	36	41.54812	.05
	6. Most Valuable	6	2.75008	.05

TEACHERS:

Variables Cross Tabulated With State Personnel Classification

Value of X^2 is considered significant at the .05 level

QUESTIONS		Df	X^2	P
Item I.	The test of independence of Degree Status by Personnel Classification	2	186.33130	N.S.
Item II.	The test of independence of Educational Level by Personnel Classification	4	53.23104	N.S.
Item III.	The test of independence of Certification Status by Personnel Classification	2	43.46369	N.S.
Item IV.	The test of independence of Age Range Taught by Personnel Classification	12	13.49017	.05
Item V.	The test of independence of Curriculum Courses by Personnel Classification			
	1. General Survey of Special Education	2	12.78017	N.S.
	2. General Survey of Exceptional Children	2	12.16802	N.S.
	3. Education of Mentally Retarded	2	24.80007	N.S.
	4. Curriculum Planning for the Mentally Retarded	2	32.09943	N.S.
	5. Methods & Material for the Mentally Retarded	2	23.75853	N.S.
	6. Child Growth & Development	2	1.28959	.05
	7. Occupational Training for Mentally Retarded	2	26.39914	N.S.
	8. Student Teaching with Mentally Retarded	2	0.97993	.05
	9. Student Teaching with EMR	2	0.76251	.05
	10. Student Teaching with TMR	2	0.58137	.05
	11. Education of Multi-handicapped	2	9.47478	N.S.
	12. Other Courses	2	8.11239	N.S.
Item VI.	The test of independence of teacher certification level by Personnel Classification			
	1. Teacher Certification level	6	32.41345	N.S.

	Df	X^2	P
2. Teaching experience at given level	4	3.08156	.05
3. How many years teaching experience	44	60.01404	N.S.
4. What type of certificate held	6	10.40214	.05

Item VII. The test of independence of items seen as most important objectives of the Program for TMR by Personnel Classification

1. Self Care	12	7.81222	.05
2. Communication	12	15.34514	.05
3. Socialization	16	19.26566	.05
4. Reading	14	20.93980	.05
5. Occupational Training	16	22.67751	.05
6. Gross Motor Training	16	8.76015	.05
7. Arithmetic Skills	14	14.85317	.05
8. Recreational Activities	16	10.08278	.05
9. Health & Safety	16	12.90751	.05

Item VIII. The test of independence of items as seen as best describing a teachers primary activities in working with the TMR by Personnel Classification

1. Directing a series of activities	12	6.66327	.05
2. Instructs in development of reading and basic computational skills	10	13.75299	.05
3. Instructs in self care	10	8.25322	.05
4. Provides an atmosphere to develop socialization	8	8.84337	.05
5. Develops communication skills	10	9.58078	.05

Item IX. The test of independence of the area in which the respondent felt best prepared academically by Personnel Classification

1. Child Development	16	12.38844	.05
2. Language Development	16	36.65525	N.S.
3. Speech Development	16	28.04212	N.S.
4. Classroom Management	16	15.14490	.05
5. Behavior Control	16	23.44054	.05
6. Academic Instruction	16	14.24929	.05
7. Physical Training	16	14.13849	.05
8. Parent Counselling	16	11.77422	.05
9. Knowledge of Psychological Testing Interpretation	16	28.48728	N.S.

		Df	X^2	P
	10. Other areas	16	9.79272	.05
Item X.	The test of independence of estimated percentage of TMR student population with one or more additional handicaps by Personnel Classification	16	42.05846	N.S.
Item XI.	The test of independence of attitude toward TMR children with additional handicaps participating with singularly handicapped by Personnel Classification	2	6.32461	N.S.
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance to a teacher of TMR by Personnel Classification			
	1. Creativeness	20	23.08398	.05
	2. Patience	20	34.15422	N.S.
	3. Compassion	22	29.93271	.05
	4. Desire to help	22	23.82393	.05
	5. Cheerfulness	22	26.59611	.05
	6. Professional knowledge	20	32.26213	N.S.
	7. Organizational Ability	22	27.47004	.05
	8. Initiative	20	28.92356	.05
	9. Industry	22	40.85162	N.S.
	10. Leadership	22	13.01705	.05
	11. Cooperativeness	22	23.88311	.05
	12. Other	16	10.75558	.05
Item XIII.	The test of independence as to what respondent considered best background to have as a teacher of TMR by Personnel Classification			
	1. Psychology	14	14.93747	.05
	2. Elementary Education	16	21.5250	.05
	3. Kindergarten & Primary Education	16	16.48876	.05
	4. Secondary Education	16	15.17278	.05
	5. Pre-School & Child Development Education	14	8.79895	.05
	6. Special Education (Mental Retardation)	14	9.85968	.05
	7. Elementary & Special Education (Mental Retardation) combination	12	15.37164	.05
	8. Nursing Training	16	16.67904	.05
	9. Other	16	11.91372	.05

		Df	X^2	P
Item XIV.	The test of independence of respondents impression of most important area of classroom management by Personnel Classification			
	1. Knowledge of Child Development	10	12.35408	.05
	2. Knowledge of Contact	12	5.58257	.05
	3. Skills in Planning Lessons	12	7.35926	.05
	4. Behavior Control Skills	12	5.44182	.05
	5. Knowledge of Special Teaching Methods	12	15.91586	.05
	6. Knowledge of Materials	12	9.93468	.05
	7. Other	12	19.88557	.05
Item XV.	The test of independence of activities most satisfying to teaching of TMR by Personnel Classification	24	24.27554	.05
Item XVI.	The test of independence of years of experience teaching TMR by Personnel Classification	38	39.28872	.05
Item XVII.	The test of independence of respondents contact with TMR by Personnel Classification			
	1. Student Teaching	2	2.75294	.05
	2. Volunteer	14	6.15745	.05
	3. Camping	4	3.65741	.05
	4. None	2	0.91183	.05
	5. Other	32	30.43238	.05
	6. Most Valuable	6	13.35679	N.S.

TEACHERS:

Variables Cross Tabulated with Certification Status

Value of X^2 is considered significant at the .05 level

QUESTIONS	Df	X^2	P
Item I. The test of independence of Degree Status by Certification Status	1	52.08551	N.S.
Item II. The test of independence of Educational Level by Certification Status	2	1.98907	.05
Item III. The test of independence of Personnel Classification by Certification Status	2	43.46369	N.S.
Item IV. Test of independence of Age Range Taught by Certification Status	6	7.24079	.05
Item V. The test of independence of curriculum Courses by Certification Status			
1. General Survey of Special Education	1	42.38112	N.S.
2. General Survey of Exceptional Children	1	33.83474	N.S.
3. Education of Mentally Retarded	1	19.04561	N.S.
4. Curriculum Planning for Mentally Retarded	1	37.07423	N.S.
5. Methods & Materials for the Mentally Retarded	1	27.16873	N.S.
6. Child Growth Development	1	7.11972	N.S.
7. Occupational Training for Mentally Retarded	1	30.46246	N.S.
8. Student Teaching with the Mentally Retarded	1	0.68694	.05
9. Student Teaching with the EMT	1	9.31769	N.S.
10. Student Teaching withthe TMR	1	1.11196	.05
11. Education of Multi-handicapped	1	11.78613	N.S.
12. Other Courses	1	5.91342	N.S.
Item VI. The test of independence of Teacher Certification by Certification Status			
1. Teacher Certification level		N.A.	

		Df	X^2	P
2.	Teaching experience at given level	2	0.22944	.05
3.	How many years teaching experience	23	3.47821	.05
4.	What type of Certification held	3	1.34043	.05

Item VII. The test of independence of items seen as most important objectives of the Program for TMR by Certification Status

1.	Self Care	6	8.37146	.05
2.	Communication	6	6.56172	.05
3.	Socialization	8	9.00669	.05
4.	Reading	7	5.73929	.05
5.	Occupational Preparation	8	8.04404	.05
6.	Gross Motor Training	8	13.72185	.05
7.	Arithmetic Skills	7	5.37072	.05
8.	Recreational Activities	8	4.02221	.05
9.	Health & Safety	8	9.92527	.05

Item VIII. The test of independence of items seen as best describing the teachers primary activities in working with TMR by Certification Status

1.	Directs series of activities	7	7.35399	.05
2.	Instructs in development of reading and basic computational skills	5	1.40480	.05
3.	Instructs in self care	5	2.94512	.05
4.	Provides an atmosphere to develop socialization	4	0.77029	.05
5.	Develops communication skills	5	8.80480	.05

Item IX. The test of independence of the area in which the respondent felt best prepared academically by Certification Status

1.	Child Development	8	6.21174	.05
2.	Language Development	8	9.74043	.05
3.	Speech Development	8	5.29946	.05
4.	Classroom Management	8	7.17805	.05
5.	Behavior Control	8	19.94169	N.S.
6.	Academic Instruction	8	14.89018	.05
7.	Physical Training	8	12.19076	.05
8.	Parent Counselling	8	9.10032	.05
9.	Knowledge of Psychological Test Interpretation	8	15.34739	.05
10.	Other areas	8	9.75044	.05

		Df	X^2	P
Item X.	The test of independence of estimated percentage of TMR student population with one or more additional handicaps by Certification Status	8	8.86696	.05
Item XI.	The test of independence of attitude toward TMR children with additional handicaps participating with singularly handicapped by Certification Status	1	1.94363	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance to a teacher of TMR by Certification Status			
	1. Creativeness	10	11.26288	.05
	2. Patience	10	15.67324	.05
	3. Compassion	11	15.02907	.05
	4. Desire to help	11	10.10282	.05
	5. Cheerfulness	11	7.77046	.05
	6. Professional Knowledge	10	18.86524	N.S.
	7. Organizational Ability	11	23.35119	N.S.
	8. Initiative	10	13.04628	.05
	9. Industry	11	15.64946	.05
	10. Leadership	11	5.93029	.05
	11. Cooperativeness	11	18.09365	.05
	12. Other	10	11.16124	.05
Item XIII.	The test of independence as to what respondent considers best background to have as a teacher of TMR by Certification Status			
	1. Psychology	7	12.71350	.05
	2. Elementary Education	8	9.03009	.05
	3. Kindergarten & Primary Education	8	6.87158	.05
	4. Secondary Education	8	8.63448	.05
	5. Pre-School & Child Development Education	7	11.71563	.05
	6. Special Education (Mental Retardation)	7	7.61405	.05
	7. Elementary & Special Education (Mental Retardation) combination	6	12.87636	N.S.
	8. Nursing Training	8	11.19676	.05
	9. Other	8	8.27114	.05

		Df	X^2	P
Item XIV.	The test of independence of respondents impression of most important area of classroom management by Certification Status			
	1. Knowledge of Child Development	5	5.08026	.05
	2. Knowledge of Content	6	13.31075	N.S.
	3. Skills in Planning Lessons	6	8.28452	.05
	4. Behavior Control Skills	6	8.01325	.05
	5. Knowledge of Special Training Methods	6	5.91961	.05
	6. Knowledge of Materials	6	4.03665	.05
	7. Other	6	13.73448	N.S.
Item XV.	The test of independence of activities most satisfying to teaching of TMR by Certification Status	12	13.32833	.05
Item XVI.	The test of independence of years of experience teaching TMR by Certification Status	19	25.84281	.05
Item XVII.	The test of independence on contact respondent had with TMR by Certification Status			
	1. Student Teaching	1	0.44271	.05
	2. Volunteer	7	4.57330	.05
	3. Camping	5	5.85000	.05
	4. None	1	1.16540	.05
	5. Other	18	29.90730	.05
	6. Most Valuable	3	2.48841	.05

TEACHERS:

Variables Cross Tabulated with Age Range Taught

Value of X^2 is considered significant at the .05 level

QUESTIONS	Df	X^2	P
Item I. The test of independence of Degree Status by Age Range Taught	6	5.21394	.05
Item II. The test of independence of Educational Level by Age Range Taught	12	22.98534	N.S.
Item III. The test of independence of Personnel Classification by Age Range Taught	12	13.49017	.05
Item IV. The test of independence of Certification Status by Age Range Taught	6	7.24079	.05
Item V. The test of independence of Curriculum Courses taken by Age Range Taught			
1. General Survey of Special Education	6	7.13979	.05
2. General Survey of Exceptional Children	6	7.20902	.05
3. Education of Mentally Retarded	6	2.15832	.05
4. Curriculum Planning for Mentally Retarded	6	18.26319	N.S.
5. Methods & Materials for Mentally Retarded	6	5.65078	.05
6. Child Growth & Development	6	8.98032	.05
7. Occupational Training for Mentally Retarded	6	6.20935	.05
8. Student Teaching with Mentally Retarded	6	5.00170	.05
9. Student Teaching with EMR	6	5.78247	.05
10. Student Teaching with TMR	6	5.10335	.05
11. Education of Multi-handicapped	6	8.43567	.05
12. Other Courses	6	8.04486	.05
Item VI. The test of independence of Teacher Certification Level by Age Range Taught			
1. Teacher Certification Level	18	13.61367	.05
2. Teaching Experience at given level	12	4.57955	.05
3. How many years teaching experience	132	104.13471	.05
4. What type of Certification held	3	1.91232	.05

	Df	X^2	P
Item VII. The test of independence of items seen as most important objectives of the Program for TMR by Age Range Taught			
1. Self Care	30	42.81774	.05
2. Communication	36	31.8605	.05
3. Socialization	48	68.96168	N.S.
4. Reading	42	42.50972	.05
5. Occupational Preparation	48	52.06152	.05
6. Gross Motor Training	48	52.50985	.05
7. Arithmetic Skills	42	77.14359	N.S.
8. Recreational Activities	48	70.27602	N.S.
9. Health & Safety	42	69.37977	N.S.
Item VIII. The test of independence of items seen as best describing the teachers primary activities on working with TMR by Age Range Taught			
1. Directs a series of activities	35	42.38194	N.S.
2. Instructs in development of reading and basic computational skills	25	39.71209	N.S.
3. Instructs in self care	25	41.17287	N.S.
4. Provides an atmosphere to develop socialization	20	23.84677	.05
5. Develops communication skills	25	23.88097	.05
Item IX. The test of independence of the area in which the respondent felt best prepared academically by Age Range Taught			
1. Child Development	48	44.75344	.05
2. Language Development	48	60.56305	.05
3. Speech Development	48	55.24538	.05
4. Classroom Management	48	43.47964	.05
5. Behavior Control	48	33.36943	.05
6. Academic Instruction	48	52.67486	.05
7. Physical Training	48	61.58799	.05
8. Parent Counselling	48	61.02691	.05
9. Knowledge of Psychological Test Interpretation	48	68.73842	N.S.
10. Other Areas	32	43.82767	.05

		Df	X^2	P
Item X.	The test of independence of estimate of percentage of TMR students population with one or more additional handicaps by Age Range Taught	48	41.12823	.05
Item XI.	The test of independence of attitude toward TMR Children with additional handicap participating with singularly handicapped by Age Range Taught	6	4.24516	.05
Item XII.	The test of independence as to ranking of personal qualities in terms of their importance to a teacher of TMR by Age Range Taught			
	1. Creativeness	60	50.42777	.05
	2. Patience	60	48.6750	.05
	3. Compassion	66	75.36422	.05
	4. Desire to help	66	51.76874	.05
	5. Cheerfulness	66	70.31283	.05
	6. Professional Knowledge	60	79.71325	N.S.
	7. Organizational ability	66	68.75236	.05
	8. Initiative	60	48.11805	.05
	9. Industry	66	123.68809	N.S.
	10. Leadership	66	68.56334	.05
	11. Cooperativeness	66	71.17516	.05
	12. Other	40	28.71015	.05
Item XIII.	The test of independence as to what respondent considered best background to have as a teacher of TMR by Age Range Taught			
	1. Psychology	42	50.79780	.05
	2. Elementary Education	48	55.40797	.05
	3. Kindergarten & Primary Education	48	52.19679	.05
	4. Secondary Education	48	56.13931	.05
	5. Pre-School & Child Development Education	42	70.95091	N.S.
	6. Special Education (Mental Retardation)	36	28.40424	.05
	7. Elementary & Special Education (MR) combination	36	90.47238	N.S.
	8. Nursing Training	40	49.53723	.05
	9. Other	32	39.03819	.05

		Df	X^2	P
Item XIV.	The test of independence of respondents impression of most important area of classroom management by Age Range Taught			
	1. Knowledge of Child Development	30	31.43901	.05
	2. Knowledge of Content	36	33.91957	.05
	3. Skills in Planning Lessons	36	21.69335	.05
	4. Behavior Control Skills	36	61.72533	N.S.
	5. Knowledge of Special Training Methods	36	37.90675	.05
	6. Knowledge of Material	36	33.63049	.05
	7. Other	24	26.71167	.05
Item XV.	The test of independence of activities most satisfying to teaching of TMR by Age Range Taught	72	61.68695	.05
Item XVI.	The test of independence of years of experience teaching TMR by Age Range Taught	114	69.11310	.05
Item XVII.	The test of independence on contact respondent had with TMR by Age Range Taught			
	1. Student Teaching	3	1.93896	.05
	2. Volunteer	28	29.15629	.05
	3. Camping	20	28.83704	.05
	4. Other	85	88.92037	.05
	5. Most Valuable	12	9.27067	.05

ADMINISTRATORS: Variables Cross Tabulated with Degree Status

Value of X^2 significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Educational Level by Degree Status	2	13.33410	N.S.
Item II.	The test of independence of Personnel Classification by Degree Status	3	2.44673	.05
Item III.	The test of independence of Certification Status by Degree Status	1	21.50268	N-S
Item IV.	The test of independence of Age Range Taught by Degree Status	0	0	-
Item V.	The test of independence of Curriculum Courses by Degree Status			
	1. General Survey of Special Education	1	9.23479	N.S.
	2. General Survey of Exceptional Children	1	2.39212	.05
	3. Education of the Mentally Retarded	1	4.63750	N.S.
	4. Curriculum Planning for the Mentally Retarded	1	4.34457	N.S.
	5. Methods & Materials for the Mentally Retarded	1	4.58729	N.S.
	6. Child Growth & Development	1	6.78118	N.S.
	7. Occupational Training for the Mentally Retarded	1	1.74359	.05
	8. Student Teaching with the Mentally Retarded	1	0.96568	.05
	9. Student Teaching with the Educable Mentally Retarded	1	0.61298	.05
	10. Student Teaching with the Trainable Mentally Retarded	1	1.66056	.05

	Df	X^2	P
11. Education of the Multihandicapped	1	6.43787	N-S
12. Other Courses	1	2.09889	.05
Item VI. The test of independence of Teaching Experience by Degree Status			
1. Teacher Certification	3	5.08120	.05
2. Teaching experience at given level	1	0.05256	.05
3. How many years teaching experience	21	11.92982	.05
4. What type of certificate held	3	1.51024	.05
Item VII. The list of independence of items seen as most important objectives of the Program for Trainable Mentally Retarded by Degree Status			
1. Self Care	3	0.91544	.05
2. Communication	5	3.13809	.05
3. Socialization	6	7.38008	.05
4. Reading	5	4.97219	.05
5. Occupational Preparation	8	10.55368	.05
6. Gross Motor Training	8	7.74402	.05
7. Arithmetic Skills	6	1.94783	.05
8. Recreational Activities	7	4.14261	.05
9. Health & Safety	8	8.86310	.05
Item VIII. The test of independence of items seen as best describing a teachers primary activity in working with the mentally retarded by Degree Status			
1. Directs a series of activities	4	0.87497	.05
2. Instructs in development of reading and basic computational skills	2	1.08273	.05
3. Instructs on self care	4	2.14481	.05
4. Provides an atmosphere to develop socialization	4	5.60186	.05

		Df	X^2	P
	5. Develops communication skills	3	0.56621	.05
Item IX.	The test of independence of the area in which the respondent felt best prepared academically by Degree Status			
	1. Child development	8	7.25926	.05
	2. Language Development	8	7.84575	.05
	3. Speech Development	7	5.68919	.05
	4. Classroom management	7	3.82176	.05
	5. Behavioral control	8	9.29457	.05
	6. Academic instruction	8	14.45565	.05
	7. Physical Training	7	5.65234	.05
	8. Parent counselling	8	3.28630	.05
	9. Knowledge of Psychological test interpretation	0	0	-
	10. Other areas	8	9.54888	.05
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Degree Status	7	7.30193	.05
Item XI.	The test of independence of attitudes toward TMR children with additional handicaps participating with singularly handicapped by Degree Status	8	8.63708	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance in a teacher of TMR by Degree Status			
	1. Creativeness	9	12.50512	.05
	2. Patience	10	8.83109	.05
	3. Compassion	11	10.74187	.05
	4. Desire to help	11	7.30743	.05
	5. Cheerfulness	10	5.39412	.05

	Df	X^2	P
6. Professional knowledge	10	11.51759	.05
7. Organizational ability	10	11.19584	.05
8. Initiative	10	6.38373	.05
9. Industry	11	12.35527	.05
10. Leadership	10	10.32379	.05
11. Cooperativeness	10	4.88636	.05
12. Other	7	24.04260	N-S
Item XIII. The test of independence as to what respondent considered best background to have as a teacher of TMR by Degree Status			
1. Psychology	6	10.13184	.05
2. Elementary Education	6	4.85079	.05
3. Kindergarten & Primary Education	7	10.08071	.05
4. Secondary Education	6	6.74269	.05
5. PreSchool & Child Development Education	5	6.04371	.05
6. Special Education (Mental Retardation)	5	3.12349	.05
7. Elementary & Special Education (Mental Retardation) Combination	6	15.63375	N-S
8. Nursing Training	6	5.30455	.05
9. Other	8	6.91071	.05
Item XIV. The test of independence of respondents impression of most important area of Classroom management by Degree Status			
1. Knowledge of Child Development	5	3.47414	.05
2. Knowledge of Content	6	6.07886	.05
3. Skills in Planning Lessons	5	7.11283	.05
4. Behavioral Control Skills	5	1.42876	.05

		Df	X^2	P
	5. Knowledge of Special Training Methods	5	9.27363	.05
	6. Knowledge of Materials	5	4.18000	.05
	7. Other	4	4.27778	.05
Item XV.	The test of independence of respondents listing of what activity is most personally satisfying by Degree Status	12	7.82622	.05
Item XVI.	The test of independence of years of experience teaching TMR by Degree Status	13	7.42904	.05
Item XVII.	The test of independence on contact respondent had with TMR by Degree Status			
	1. Student Teaching	0	0	-
	2. Teacher	10	13.77778	.05
	3. Parent	0	0	-
	4. Volunteer	5	6.37500	.05
	5. Camping	0	0	-
	6. None	0	0	-
	7. Other	12	11.76842	.05
	8. Most Valuable	5	11.16477	N-S

ADMINISTRATORS: Variables Cross Tabulated with Educational Level

Value of X^2 is considered significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Degree Status by Educational Level	2	13.33410	N.S.
Item II.	The test of independence of Personnel Classification by Educational Level	6	3.31394	.05
Item III.	The test of independence of Certification Status by Educational Level	2	3.6722[a]	.05
Item IV.	The test of independence of Age Range Taught by Educational Level	0	0	-
Item V.	The test of endependence of Curriculum Courses by Educational Level			
	1. General Survey of Special Education	2	1.62358	.05
	2. General Survey of Exceptional Children	2	0.58490	.05
	3. Education of the Mentally Retarded	2	3.21975	.05
	4. Curriculum Planning for the Mentally Retarded	2	9.00163	N-S
	5. Methods & Materials for the Mentally Retarded	2	3.07763	.05
	6. Child Growth & Development	2	0.06579	.05
	7. Occupational Training for the Mentally Retarded	2	4.26713	.05
	8. Student Teaching with the Mentally Retarded	2	0.04613	.05
	9. Student Teaching with Educable Mentally Retarded	2	10.32168	N-S
	10. Student Teaching with the Trainable Mentally Retarded	2	0.17603	.05

		Df	X^2	P
	11. Education of the Multihandicapped	2	7.02334	N-S
	12. Other courses	2	0.34520	.05
Item VI.	The test of independence of teacher certification by Educational Level			
	1. Teacher Certification Level	6	8.69352	.05
	2. Teaching Experience at given Level	2	2.47708	.05
	3. How many years teaching experience	42	48.57238	.05
	4. What type of certificate held	6	12.06978	.05
Item VII.	The test of independence of items seen as most important objectives of the program for TMR by Educational Level			
	1. Self Care	6	11.25561	.05
	2. Communication	10	4.67361	.05
	3. Socialization	12	11.44885	.05
	4. Reading	10	12.28650	.05
	5. Occupational Preparation	16	14.00095	.05
	6. Gross Motor Training	16	16.97444	.05
	7. Arithmetic Skills	12	15.32976	.05
	8. Recreational Activities	14	8.31996	.05
	9. Health & Safety	16	14.22430	.05
Item VIII.	The test of independence of items as seen as best describing the teachers primary activities in working with the Trainable Mentally Retarded by Educational Level			
	1. Directs a series of activities	8	3.52856	.05
	2. Instructs in development of reading and basic computational skills	4	2.55034	.05
	3. Instructs in Self Care	8	6.94392	.05

		Df	X^2	P
	4. Provide an atmosphere to develop socialization	8	8.17229	.05
	5. Develop communication skills	6	1.81329	.05
Item IX.	The test of independence of the area in which respondent felt best prepared academically by Educational Level			
	1. Child Development	16	13.87957	.05
	2. Language Development	16	19.69343	.05
	3. Speech Development	14	15.36305	.05
	4. Classroom Management	14	17.18253	.05
	5. Behavior Control	16	12.86815	.05
	6. Academic Instruction	16	9.53472	.05
	7. Physical Training	14	16.40322	.05
	8. Parent Counselling	16	12.53705	.05
	9. Knowledge of Psychological Test Interpretation	8	10.11111	.05
	10. Other Areas of Academic Preparation	16	28.86579	N-S
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Educational Level	14	11.77736	.05
Item XI.	The test of inoependence of attitude toward TMR children with additional handicaps participating with singularly handicapped by Educational Level	16	20.50304	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance to a teacher of TMR by Educational Level			
	1. Creativeness	18	23.66961	.05
	2. Patience	20	23.79802	.05
	3. Compassion	22	24.89758	.05
	4. Desire to help	22	31.69720	.05

		Df	X^2	P
5.	Cheerfulness	20	14.01795	.05
6.	Professional Knowledge	20	22.48170	.05
7.	Organizational Ability	20	27.54949	.05
8.	Initiative	20	16.10324	.05
9.	Industry	22	27.26079	.05
10.	Leadership	20	27.41659	.05
11.	Cooperativeness	20	10.81214	.05
12.	Other	14	22.3'768	.05

Item XIII. The test of independence as to the ranking of best background in terms of their importance to a teacher of T.M.R. by Educational Level

1.	Psychology	12	8.91421	.05
2.	Elementary Education	12	13.08081	.05
3.	Kindergarten and Primary Education	14	12.22438	.05
4.	Secondary Education	12	16.04122	.05
5.	Pre-School and Child Development Education	10	8.37523	.05
6.	Special Education (Mental Retardation)	10	16.42288	.05
7.	Elementary and Special Education (Mental Retardation) combination	12	10.43178	.05
8.	Nursing Training	12	20.04770	.05
9.	Other	16	20.00000	.05

Item XIV. The test of independence as to area of classroom management most important to teachers of T.M.R. by Educational Level

1.	Knowledge of Child Development	10	11.38732	.05
2.	Knowledge of Content	12	18.81490	.05
3.	Skills in Planning Lessons	10	13.13635	.05
4.	Behavioral Content Skills	10	11.33872	.05

	Df	X^2	P
5. Knowledge of Special Training Methods	10	7.67050	.05
6. Knowledge of Material	10	7.41290	.05
7. Other	8	5.11806	.05
Item XV. The test of independence of respondents listing of what activity is most personally satisfying by Educational Level	24	26.13567	.05
Item XVI. The test of independence of years of experience teaching TMR by Educational Level	26	29.39346	.05
Item XVII. The test of independence on contact respondent had with TMR by Educational Level			
1. Student Teaching	1	2.00000	.05
2. Teacher	20	18.00000	.05
3. Parent	0	0	-
4. Volunteer	10	8.11905	.05
5. Camping	2	4.00000	.05
6. None	0	0	-
7. Other	24	18.99350	.05
8. Most Valuable	10	10.71429	.05

ADMINISTRATORS: Variables Cross Tabulated with State Personnel Classification

Value of X^2 is considered significant at the .05 level

QUESTIONS

		Df	X^2	Pf
Item I.	The test of independence of Degree Status by Personnel Classification	3	2.44675	.05
Item II.	The test of independence of Educational Level by Personnel Classification	6	3.31394	.05
Item III.	The test of independence of Certification Status by Personnel Classification	3	4.57634	.05
Item IV.	The test of independence of Age Range Taught by Personnel Classification	0	0	-
Item V.	The test of independence of Curriculum Courses by Personnel Classification			
	1. General Survey of Special Education	3	1.56524	.05
	2. General Survey of Exceptional Children	3	3.65190	.05
	3. Education of the Mentally Retarded	3	4.31398	.05
	4. Curriculum Planning for the Mentally Retarded	3	7.40980	.05
	5. Methods & Materials for the Mentally Retarded	3	10.35500	N-S
	6. Child Growth & Development	3	2.06665	.05
	7. Occupational Training for the Mentally Retarded	3	0.25520	.05
	8. Student Teaching with the Mentally Retarded	3	0.85965	.05
	9. Student Teaching with Educable Mentally Retarded	3	4.57505	.05
	10. Student Teaching with the Trainable Mentally Retarded	3	1.40387	.05

		Df	X^2	P
	11. Education of the Multihandicapped	3	5.15015	.05
	12. Other Courses	3	4.25563	.05
Item VI.	The test of independence of teacher certification by Personnel Classification			
	1. Teacher Certification Level	9	5.63102	.05
	2. Teaching Experience at Given Level	3	1.32817	.05
	3. How Many Years Teaching Experience	60	63.24197	.05
	4. What Type of Certificate Held	9	22.05233	N-S
Item VII.	The test of independence of items seen as most important objectives of the program for TMR by Personnel Classification			
	1. Self Care	9	8.77640	.05
	2. Communication	15	14.48810	.05
	3. Socialization	18	15.36982	.05
	4. Reading	15	24.64550	.05
	5. Occupational Preparation	24	27.32694	.05
	6. Gross Motor Training	24	31.54435	.05
	7. Arithmetic Skills	18	25.03174	.05
	8. Recreational Activities	21	23.51111	.05
	9. Health & Safety	24	17.85140	.05
Item VIII.	The test of independence of items as seen as best describing the teachers primary activities in working with the Trainable Mentally Retarded by Personnel Classification			
	1. Directs a Series of Activities	12	13.10895	.05
	2. Instructs in Development of Reading and Basic Computational Skills	6	1.38784	.05
	3. Instructs in Self Care	12	20.11294	.05

		Df	X^2	P
	4. Provide an Atmosphere to Develop Socialization	12	17.96123	.05
	5. Develop Communication Skills	9	11.26491	.05
Item IX.	The test of independence of the area in which respondent felt best prepared academically by Personnel Classification			
	1. Child Development	24	20.93627	.05
	2. Language Development	24	26.08102	.05
	3. Speech Development	21	19.13136	.05
	4. Classroom Management	21	14.27654	.05
	5. Behavior Control	24	28.87651	.05
	6. Academic Instruction	24	20.13004	.05
	7. Physical Training	21	19.99833	.05
	8. Parent Counselling	24	23.65764	.05
	9. Knowledge of Psychological Test Interpretation	8	14.00000	.05
	10. Other Areas of Academic Preparation	24	20.06446	.05
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Personnel Classification	21	21.18119	.05
Item XI.	The test of independence of attitude toward TMR children with additional handicaps participating with singularly handicapped by Personnel Classification	24	17.93117	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance to a teacher of TMR by Personnel Classification			
	1. Creativeness	27	20.28092	.05
	2. Patience	30	23.40757	.05
	3. Compassion	33	32.41420	.05
	4. Desire to Help	33	37.63014	.05

	Df	X^2	P
5. Cheerfulness	30	30.09289	.05
6. Professional Knowledge	30	23.98955	.05
7. Organizational Ability	30	24.21768	.05
8. Initiative	30	60.69954	N-S
9. Industry	33	24.84580	.05
10. Leadership	30	56.57443	N-S
11. Cooperativeness	30	40.18631	.05
12. Other Characteristics	21	38.84014	N-S
Item XIII. The test of independence as to what respondents consider best background to have as a teacher of TMR by Personnel Classification			
1. Psychology	18	18.91596	.05
2. Elementary Education	18	15.14370	.05
3. Kindergarten & Primary Education	18	15.91093	.05
4. Secondary Education	15	16.43828	.05
5. Pre-School & Child Development	15	9.64936	.05
6. Special Education	15	5.32374	.05
7. Elementary-Special Education	18	21.43775	.05
8. Nursing Training	18	14.99658	.05
9. Other Background	16	17.36905	.05
Item XIV. The test of independence of respondents impressions of most important area of classroom management by Personnel Classification			
1. Knowledge of Child Development	15	41.19747	N-S
2. Knowledge of Content	18	19.40014	.05
3. Skills in Planning Lessons	15	9.04075	.05
4. Behavioral Control Skills	15	9.65577	.05

		Df	X^2	P
	5. Knowledge of Special Training Methods	15	19.77033	.05
	6. Knowledge of Material	15	19.65995	.05
	7. Other	4	5.28611	.05
Item XV.	The test of independence of respondents listing of what activity is most personally satisfying by Personnel Classification	36	51.15161	.05
Item XVI.	The test of independence of years of experience teaching TMR by Personnel Classification	39	62.15697	N-S
Item XVII.	The test of independence on contact respondent had with TMR by Personnel Classification			
	1. Student Teaching	1	2.00000	.05
	2. Teacher	20	31.31349	.05
	3. Parent	0	0	-
	4. Volunteer	15	15.58333	.05
	5. Camping	2	1.33333	.05
	6. None	0	0	-
	7. Other	22	12.34325	.05
	8. Most Valuable	10	9.28333	.05

ADMINISTRATORS: Variables Cross Tabulated with Certification Status

Value of X^2 is considered significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Degree Status by Certification Status	1	21.50268	N-S
Item II.	The test of independence of Educational Level by Certification Status	2	3.67229	.05
Item III.	The test of independence of Personnel Classification by Certification Status	3	4.57634	.05
Item IV.	The test of independence of Age Range Taught by Certification Status	0	0	-
Item V.	The test of independence of Curriculum Courses by Certification Status			
	1. General Survey of Special Education	1	8.59981	N-S
	2. General Survey of Exceptional Children	1	3.51576	.05
	3. Education of the Mentally Retarded	1	5.31574	.05
	4. Curriculum Planning for the Mentally Retarded	1	5.69335	N-S
	5. Methods & Materials for the Mentally Retarded	1	3.11806	.05
	6. Child Growth & Development	1	3.98629	N-S
	7. Occupational Training for the Mentally Retarded	1	0.74725	.05
	8. Student Teaching with the Mentally Retarded	1	1.94286	.05
	9. Student Teaching with the Educable Mentally Retarded	1	2.54273	.05
	10. Student Teaching with the Trainable Mentally Retarded	1	0.75990	.05

		Df	X^2	P
	11. Education of the Multihandicapped	1	3.36383	.05
	12. Other Courses	1	4.48352	N-S
Item VI.	The test of independence of Teaching Experience by Certification Status			
	1. Teacher Certification	3	2.47708	.05
	2. Teaching Experience at Given Level	1	0.02562	.05
	3. How Many Years Teaching Experience	21	5.81196	.05
	4. What Type of Certificate Held	3	0.73714	.05
Item VII.	The test of independence of items seen as most important objectives of the Program for Trainable Mentally Retarded by Certification Status			
	1. Self Care	3	3.40278	.05
	2. Communication	5	6.47947	.05
	3. Socialization	6	8.36636	.05
	4. Reading	5	7.33796	.05
	5. Occupational Preparation	8	6.42416	.05
	6. Gross Motor Training	8	20.81343	N-S
	7. Arithmetic Skills	6	3.53816	.05
	8. Recreational Activities	7	10.93365	.05
	9. Health & Safety	8	8.46140	.05
Item VIII.	The test of independence of items seen as best describing a teachers primary activity in working with the mentally retarded by Certification Status			
	1. Directs a Series of Activities	4	2.60217	.05
	2. Instructs in Development of Reading And Basic Computational Skills	2	0.42194	.05
	3. Instructs on Self Care	4	5.24123	.05
	4. Provides an Atmosphere to Develop Socialization	4	2.34777	.05

		Df	X^2	P
	5. Develops Communication Skills	3	3.53637	.05
Item IX.	The test of independence of the area in which the respondent felt best prepared academically by Certification Status			
	1. Child Development	8	6.81937	.05
	2. Language Development	8	13.51446	.05
	3. Speech Development	7	9.77404	.05
	4. Classroom Management	7	8.76983	.05
	5. Behavioral Control	8	5.05166	.05
	6. Academic Instruction	8	9.26432	.05
	7. Physical Training	7	6.27628	.05
	8. Parent Counselling	8	2.11734	.05
	9. Knowledge of Psychological Test Interpretation	4	3.73333	.05
	10. Other Areas	8	4.83368	.05
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Certification Status	7	6.58563	.05
Item XI.	The test of independence of attitudes toward TMR children with additional handicaps participating with singularly handicapped by Certification Status	8	16.83180	N-S
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance in a teacher of TMR by Certification Status			
	1. Creativeness	9	18.08825	N-S
	2. Patience	10	9.99348	.05
	3. Compassion	11	6.78649	.05
	4. Desire to Help	11	3.27546	.05
	5. Cheerfulness	10	13.33010	.05

		Df	X^2	P
6.	Professional Knowledge	10	7.08729	.05
7.	Organizational Ability	10	9.63709	.05
8.	Initiative	10	15.17501	.05
9.	Industry	11	13.45815	.05
10.	Leadership	10	8.20436	.05
11.	Cooperativeness	10	6.35431	.05
12.	Other	7	8.16111	.05
Item XIII.	The test of independence as to what respondent considered best background to have as a teacher of TMR by Certification Status			
1.	Psychology	6	7.49126	.05
2.	Elementary Education	6	7.60399	.05
3.	Kindergarten & Primary Education	7	9.13422	.05
4.	Secondary Education	6	7.40420	.05
5.	Preschool & Child Development Education	5	2.20797	.05
6.	Special Education (Mental Retardation)	5	2.09916	.05
7.	Elementary & Special Education (Mental Retardation) Combination	6	10.80039	.05
8.	Nursing Taining	6	4.25476	.05
9.	Other	8	6.07792	.05
Item XIV.	The test of independence of respondents impression of most important area of classroom management by Classification Status			
1.	Knowledge of Child Development	5	7.09177	.05
2.	Knowledge of Content	6	7.89124	.05
3.	Skills in Planning Lessons	5	6.87104	.05
4.	Behavioral Control Skills	5	5.46316	.05

		Df	X^2	P
	5. Knowledge of Special Training Methods	5	4.05675	.05
	6. Knowledge of Materials	5	4.03512	.05
	7. Other	4	3.43750	.05
Item XV.	The test of independence of respondents listing of what activity is most personally satisfying by Certification Status	12	11.45000	.05
Item XVI.	The test of independence of years of experience teaching TMR by Certification Status	13	19.00968	.05
Item XVII.	The test of independence on contact respondent had with TMR by Certification Status			
	1. Student Teaching	0	0	-
	2. Teacher	10	14.93333	.05
	3. Parent	0	0	-
	4. Volunteer	8	8.00000	.05
	5. Camping	0	0	-
	6. None	0	0	-
	7. Other	12	14.200000	.05
	8. Most Valuable	5	4.18269	.05

HOME TRAINERS: Variables Cross Tabulated with Degree Status

Value of X^2 significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Educational Level by Degree Status	2	1.71776	.05
Item II.	The test of independence of Personnel Classification by Degree Status	2	6.53818	N-S
Item III.	The test of independence of Certification Status by Degree Status	1	1.15076	.05
Item IV.	The test of independence of Age Range Taught by Degree Status	2	1.07143	.05
Item V.	The test of independence of Curriculum Courses by Degree Status			
	1. General Survey of Special Education	1	0.99544	.05
	2. General Survey of Exceptional Children	1	0.06680	.05
	3. Education of the Mentally Retarded	1	0.00775	.05
	4. Curriculum Planning for the Mentally Retarded	1	0.14885	.05
	5. Methods & Materials for the Mentally Retarded	1	4.69895	N-S
	6. Child Growth & Development	1	0.09377	.05
	7. Occupational Training for the Mentally Retarded	1	2.17000	.05
	8. Student Teaching with the Mentally Retarded	1	0.41579	.05
	9. Student Teaching with the Educable Mentally Retarded	1	0.00159	.05
	10. Student Teaching with the Trainable Mentally Retarded	1	1.28632	.05

		Df	X^2	P
11.	Education of the Multi-handicapped	1	1.58758	.05
12.	Other Courses	1	1.86883	.05
Item VI.	The test of independence of Teaching Experience by Degree Status			
1.	Teacher Certification	3	4.95000	.05
2.	Teaching Experience at Given Level	0	0	-
3.	How Many Years Teaching Experience	0	0	-
4.	What Type of Certificate Held	3	4.95000	.05
Item VII.	The test of independence of items seen as most important objectives of the Program for Trainable Mentally Retarded by Degree Status			
1.	Self Care	3	2.17000	.05
2.	Communication	6	0.97603	.05
3.	Socialization	5	4.89293	.05
4.	Reading	4	7.11229	.05
5.	Occupational Preparation	7	8.09131	.05
6.	Gross Motor Training	6	5.10639	.05
7.	Arithmetic Skills	2	2.04679	.05
8	Recreational Activities	4	1.86492	.05
9.	Health & Safety	6	4.39569	.05
Item VIII.	The test of independence of items seen as best describing a teachers primary activity in working with the Mentally Retarded by Degree Status			
1.	Directs a Series of Activities	4	4.75694	.05
2.	Instructs in Development of Reading and Basic Computational Skills	2	4.71852	.05
3.	Instructs on Self Care	4	1.56836	.05
4.	Provides an Atmosphere to Develop Socialization	4	5.59524	.05

		Df	X^2	P
	5. Develops Communication Skills	4	3.54167	.05
Item IX.	The test of independence of the area in which the respondent felt best prepared academically by Degree Status			
	1. Child Development	4	2.45192	.05
	2. Language Development	6	5.21818	.05
	3. Speech Development	7	8.86195	.05
	4. Classroom Management	8	8.91130	.05
	5. Behavior Control	6	2.79018	.05
	6. Academic Instruction	7	3.46667	.05
	7. Physical Training	7	13.15151	.05
	8. Parent Counselling	6	10.20833	.05
	9. Knowledge of Psychological Test Interpretation	5	15.45733	N-S
	10. Other Areas	2	5.00000	.05
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Degree Status	8	13.74545	.05
Item XI.	The test of independence of attitudes toward TMR children with additional handicaps participating with singularly handicapped by Degree Status	1	0.27291	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance in a teacher of TMR by Degree Status			
	1. Creativeness	9	8.2.057	.05
	2. Patience	7	3.93594	.05
	3. Compassion	10	8.5667	.05
	4. Desire to Help	9	9.85800	.05
	5. Cheerfulness	10	12.00000	.05
	6. Professional Knowledge	9	5.10639	.05

	Df	X^2	P
7. Organizational Ability	9	11.24611	.05
8. Initiative	9	11.56644	.05
9. Industry	8	10.62070	.05
10. Leadership	6	7.55742	.05
11. Cooperativeness	9	7.50089	.05
12. Other	-	-	-
Item XIII. The test of independence as to what respondent considered best background to have as a teacher of TMR by Degree Status			
1. Psychology	6	2.89456	.05
2. Elementary Education	5	8.90625	.05
3. Kindergarten & Primary Education	5	10.95238	.05
4. Secondary Education	3	6.51942	.05
5. Pre-School & Child Development Education	3	1.81407	.05
6. Special Education (Mental Retardation)	6	6.79195	.05
7. Elementary & Special Education (Mental Retardation) Combination	6	3.94154	.05
8. Nursing Training	6	7.70433	.05
9. Other	4	4.95000	.05
Item XIV. The test of independence of respondents impression of most important area of classroom management by Degree Status			
1. Knowledge of Child Development	5	5.42953	.05
2. Knowledge of Content	5	2.68412	.05
3. Skills in Planning Lessons	4	2.31374	.05
4. Behavior Control Skills	5	7.14487	.05
5. Knowledge of Special Training Methods	5	12.00650	N-S

		Df	X^2	P
	6. Knowledge of Materials	4	5.60892	.05
	7. Other	0	0	-
Item XV.	The test of independence of respondents listing of what activity is most personally satisfying by Degree Status	3	4.79983	.05
Item XVI.	The test of independence of years of experience teaching TMR by Degree Status	12	14.46429	.05
Item XVII.	The test of independence on contact respondent had with TMR by Degree Status			
	1. Student Teaching	0	0	-
	2. Teacher	0	0	-
	3. Parent	0	0	-
	4. Volunteer	2	2.00000	.05
	5. Camping	1	3.00000	.05
	6. None	0	0	-
	7. Other	7	12.00000	.05
	8. Most Valuable	2	2.62500	.05

HOME TRAINERS: Variables Cross Tabulated with Educational Level

Value of X^2 is considered significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Degree Status by Educational Level	4	4.24178	.05
Item II.	The test of independence of Personnel Classification by Educational Level	2	2.34987	.05
Item III.	The test of independence of Certification Status by Educational Level	4	2.50000	.05
Item IV.	The test of independence of Age Range Taught by Educational Level	2	1.49871	.05
Item V.	The test of independence of Curriculum Courses by Educational Level			
	1. General Survey of Special Education	2	1.96444	.05
	2. General Survey of Exceptional Children	2	0.42701	.05
	3. Education of the Mentally Retarded	2	0.06024	.05
	4. Curriculum Planning for the Mentally Retarded	2	2.62372	.05
	5. Methods & Materials for the Mentally Retarded	2	1.00801	.05
	6. Child Growth & Development	2	7.42925	N-S
	7. Occupational Training for the Mentally Retarded	2	2.73529	.05
	8. Student Teaching with the Mentally Retarded	2	0.90896	.05
	9. Student Teaching with Educable Mentally Retarded	2	1.76065	.05
	10. Student Teaching with the Trainable Mentally Retarded	2	0.86526	.05

		Df	X^2	P
	11. Education of the Multi-handicapped	2	3.15806	.05
	12. Other Courses	6	7.86500	.05
Item VI.	The test of independence of teacher certification by Educational Level			
	1. Teacher Certification Level	0	0	-
	2. Teaching Experience at Given Level	8	13.75000	.05
	3. How Many Years Teaching Experience	6	6.05000	.05
	4. What Type of Certificate Held	6	8.43382	.05
Item VII.	The test of independence of items seen as most important objectives of the program for TMR by Educational Level			
	1. Self Care	12	17.57986	.05
	2. Communication	10	19.45934	N-S
	3. Socialization	8	6.16874	.05
	4. Reading	14	28.28543	N-S
	5. Occupational Preparation	12	10.61826	.05
	6. Gross Motor Training	4	1.29225	.05
	7. Arithmetic Skills	8	4.76397	.05
	8. Recreational Activities	12	30.69420	N-S
	9. Health & Safety	8	8.58235	.05
Item VIII.	The test of independence of items as seen as best describing the teachers primary activities in working with the Trainable Mentally Retarded by Educational Level			
	1. Directs a Series of Activities	4	4.34910	.05
	2. Instructs in Development of Reading and Basic Computational Skills	8	7.01078	.05
	3. Instructs in Self Care	8	9.06618	.05

		Df	X^2	P
	4. Provide an Atmosphere to Develop Socialization	8	15.22941	.05
	5. Develop Communication Skills	8	6.28507	.05
Item IX.	The test of independence of the area in which respondent felt best prepared academically by Educational Level			
	1. Child Development	12	7.87500	.05
	2. Language Development	14	11.47222	.05
	3. Speech Development	16	14.18667	.05
	4. Classroom Management	12	13.33176	.05
	5. Behavior Control	14	17.23461	.05
	6. Academic Instruction	14	13.24167	.05
	7. Physical Training	12	17.81343	.05
	8. Parent Counselling	10	15.57545	.05
	9. Knowledge of Psychological Test Interpretation	4	6.66667	.05
	10. Other Areas of Academic Preparation	16	16.31250	.05
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Educational Level	2	5.43679	.05
Item XI.	The test of independence of attitude toward TMR children with additional handicaps participating with singularly handicapped by Educational Level	18	11.53187	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance to a teacher of TMR by Educational Level			
	1. Creativeness	14	16.89161	.05
	2. Patience	20	22.32608	.05
	3. Compassion	18	18.98750	.05
	4. Desire to Help	20	29.50163	.05

		Df	X^2	P
5.	Cheerfulness	18	21.91654	.05
6.	Professional Knowledge	18	17.62745	.05
7.	Organizational Ability	18	19.83088	.05
8.	Initiative	16	20.54271	.05
9.	Industry	12	9.66609	.05
10.	Leadership	18	20.80039	.05
11.	Cooperativeness	-	-	-
12.	Other Characteristics	12	18.99998	.05
Item XIII.	The test of independence as to what respondents consider best background to have as a teacher of TMR by Educational Level			
1.	Psychology	10	6.73437	.05
2.	Elementary Education	10	9.80580	.05
3.	Kindergarten & Primary Education	6	4.44295	.05
4.	Secondary Education	6	10.59926	.05
5.	Pre-School & Child Development	12	7.03448	.05
6.	Special Education	12	6.66452	.05
7.	Elementary - Special Education	12	10.19351	.05
8.	Nursing Training	8	14.92857	.05
9.	Other Background	10	5.21385	.05
Item XIV.	The test of independence of respondents impressions of most important area of classroom management by Educational Level			
1.	Knowledge of Child Development	10	8.04091	.05
2.	Knowledge of Content	8	8.49987	.05
3.	Skills in Planning Lessons	10	19.43519	N-S
4.	Behavior Control Skills	10	7.48725	.05

		Df	X^2	P
	5. Knowledge of Special Training Methods	8	5.88696	.05
	6. Knowledge of Material	4	5.52000	.05
	7. Other	6	6.41560	.05
Item XV.	The test of independence of respondents listing of what activity is most personally satisfying by Educational Level	24	24.25714	.05
Item XVI.	The test of independence of years of experience teaching TMR by Educational Level	0	0	-
Item XVII.	The test of independence on contact respondent had with TMR by Educational Level			
	1. Student Teaching	0	0	-
	2. Teacher	0	0	-
	3. Parent	2	2.62500	.05
	4. Volunteer	1	3.00000	.05
	5. Camping	0	0	-
	6. None	14	13.71429	.05
	7. Other	4	7.00000	.05
	8. Most Valuable	2	0.96429	.05

HOME TRAINERS: Variables Cross Tabulated with State Personnel Classification

Value of X^2 is considered significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Degree Status by Personnel Classification	2	6.53818	N.S.
Item II.	The test of independence of Educational Level by Personnel Classification	4	4.24178	.05
Item III.	The test of independence of Certification Status by Personnel Classification	2	3.94706	.05
Item IV.	The test of independence of Age Range Taught by Personnel Classification	4	1.66657	.05
Item V.	The test of independence of Curriculum Courses by Personnel Classification			
	1. General Survey of Special Education	2	1.15076	.05
	2. General Survey of Exceptional Children	2	0.72056	.05
	3. Education of the Mentally Retarded	2	1.65128	.05
	4. Curriculum Planning for the Mentally Retarded	2	3.89387	.05
	5. Methods & Materials for the Mentally Retarded	2	4.32152	.05
	6. Child Growth & Development	2	1.47433	.05
	7. Occupational Training for the Mentally Retarded	2	1.03375	.05
	8. Student Teaching with the Mentally Retarded	2	2.91883	.05
	9. Student Teaching with Educable Mentally Retarded	2	0.75874	.05
	10. Student Teaching with the Trainable Mentally Retarded	2	0.68632	.05

		Df	X^2	P
	11. Education of the Multi-handicapped	2	0.55510	.05
	12. Other Courses	2	2.39214	.05
Item VI.	The test of independence of teacher certification by Personnel Classification			
	1. Teacher Certification Level	6	7.74074	.05
	2. Teaching Experience at Given Level	0	0	-
	3. How Many Years Teaching Experience	4	10.00000	N-S
	4. What Type of Certificate Held	6	9.77778	.05
Item VII.	The test of independence of items seen as most important objectives of the program for TMR by Personnel Classification			
	1. Self Care	6	4.46212	.05
	2. Communication	12	7.00943	.05
	3. Socialization	10	7.50341	.05
	4. Reading	8	8.85714	.05
	5. Occupational Preparation	14	22.49742	.05
	6. Gross Motor Training	12	13.97348	.05
	7. Arithmetic Skills	4	2.46591	.05
	8. Recreational Activities	8	9.25974	.05
	9. Health & Safety	12	4.13349	.05
Item VIII.	The test of independence of items as seen as best describing the teachers primary activities in working with the Trainable Mentally Retarded by Personnel Classification			
	1. Directs a Series of Activities	8	7.75992	.05
	2. Instructs in Development of Reading and Basic Computational Skills	4	2.48909	.05
	3. Instructs in Self Care	8	6.08792	.05

		Df	X^2	P
	4. Provide an Atmosphere to Develop Socialization	8	9.94154	.05
	5. Develop Communication Skills	8	17.87500	N-S
Item IX.	The test of independence of the area in which respondent felt best prepared academically by Personnel Classification			
	1. Child Development	8	7.26923	.05
	2. Language Development	12	11.22895	.05
	3. Speech Development	14	13.75439	.05
	4. Classroom Management	16	36.27105	N-S
	5. Behavior Control	12	7.70472	.05
	6. Academic Instruction	14	28.37333	N-S
	7. Physical Training	14	16.67105	.05
	8. Parent Counselling	12	16.14502	N-S
	9. Knowledge of Psychological Test Interpretation	10	10.82667	.05
	10. Other Areas of Academic Preparation	2	1.87500	.05
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Personnel Classification	16	26.55000	N-S
Item XI.	The test of independence of attitude toward TMR children with additional handicaps participating with singularly handicapped by Personnel Classification	2	1.10853	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance to a teacher of TMR by Personnel Classification			
	1. Creativeness	18	7.90097	.05
	2. Patience	14	42.32015	N-S
	3. Compassion	20	11.27273	.05
	4. Desire to Help	18	25.45170	.05

	Df	X^2	P
5. Cheerfulness	20	41.16882	N-S
6. Professional Knowledge	18	11.75710	.05
7. Organizational Ability	18	25.98011	.05
8. Initiative	18	14.14962	.05
9. Industry	16	9.42329	.05
10. Leadership	12	10.31198	.05
11. Cooperativeness	18	21.01894	.05
12. Other Characteristics	-	-	-
Item XIII. The test of independence as to what respondents consider best background to have as a teacher of TMR by Personnel Classification			
1. Psychology	12	34.63596	N-S
2. Elementary Education	10	8.39534	.05
3. Kindergarten & Primary Education	10	8.79358	.05
4. Secondary Education	6	4.58901	.05
5. Pre-School & Child Development	6	5.54830	.05
6. Special Education	12	5.33190	.05
7. Elementary - Special Education	12	8.69873	.05
8. Nursing Training	12	9.78880	.05
9. Other Background	4	2.26111	.05
Item XIV. The test of independence of respondents impressions of most important area of classroom management by Personnel Classification			
1. Knowledge of Child Development	10	8.16716	.05
2. Knowledge of Child Development	10	18.09204	N-S
3. Skills in Planning Lessons	8	5.24006	.05
4. Behavior Control Skills	10	7.86838	.05

		Df	X^2	P
	5. Knowledge of Special Training Methods	10	23.93853	N.S.
	6. Knowledge of Material	8	7.04545	.05
	7. Other	2	3.73333	.05
Item XV.	The test of independence of respondents listing of what activity is most personally satisfying by Personnel Classification	6	1.66014	.05
Item XVI.	The test of independence of years of experience teaching TMR by Personnel Classification	24	21.30000	.05
Item XVII.	The test of independence on contact respondent had with TMR by Personnel Classification			
	1. Student Teaching	0	0	-
	2. Teacher	0	0	-
	3. Parent	0	0	-
	4. Volunteer	2	1.50000	.05
	5. Camping	1	3.00000	.05*
	6. None	0	0	-
	7. Other	7	9.00000	.05*
	8. Most Valuable	2	2.00000	.05*

*Very Small Sample

HOME TRAINERS: Variable Cross Tabulated with Certification Status

Value of X^2 is considered significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Degree Status by Certification Status	1	1.15076	.05
Item II.	The test of independence of Educational Level by Certification Status	2	2.34987	.05
Item III.	The test of independence of Personnel Classification by Certification Status	2	3.94706	.05
Item IV.	The test of independence of Age Range Taught by Certification Status	2	2.85714	.05*
Item V.	The test of independence of Curriculum Courses by Certification Status			
	1. General Survey of Special Education	1	4.04468	N-S
	2. General Survey of Exceptional Children	1	0.97427	.05
	3. Education of the Mentally Retarded	1	0.98695	.05
	4. Curriculum Planning for the Mentally Retarded	1	1.85279	.05
	5. Methods & Materials for the Mentally Retarded	1	8.31611	N-S
	6. Child Growth & Development	1	0.22050	.05
	7. Occupational Training for the Mentally Retarded	1	5.10292	N-S
	8. Student Teaching with the Mentally Retarded	1	0.00671	.05
	9. Student Teaching with the Educable Mentally Retarded	1	5.16052	N-S
	10. Student Teaching with the Trainable Mentally Retarded	1	0.19679	.05
	11. Education of the Multi-handicapped	1	0.02562	.05

		Df	X^2	P
	12. Other Courses	1	0.21739	.05
Item VI.	The test of independence of Teaching Experience by Certification Status			
	1. Teacher Certification	0	0	-
	2. Teaching Experience at Given Level	0	0	-
	3. How Many Years Teaching Experience	0	0	-
	4. What Type of Certificate Held	0	0	-
Item VII.	The test of independence of items seen as most important objectives of the Program for Trainable Mentally Retarded by Certification Status			
	1. Self Care	3	1.15876	.05
	2. Communication	6	13.84496	N-S
	3. Socialization	5	2.82123	.05
	4. Reading	4	4.97812	.05
	5. Occupational Preparation	7	14.05675	N-S
	6. Gross Motor Training	6	8.97708	.05
	7. Arithmetic Skills	2	3.88787	.05
	8. Recreational Activities	4	4.40089	.05
	9. Health & Safety	6	6.29424	.05
Item VIII.	The test of independence of items seen as best describing a teachers primary activity in working with the mentally retarded by Certification Status			
	1. Directs a Series of Activities	4	2.30000	.05
	2. Instructs in Development of Reading And Basic Computational Skills	2	2.92665	.05
	3. Instructs on Self Care	4	2.67208	.05
	4. Provides an Atmosphere to Develop Socialization	4	1.82143	.05

		Df	X^2	P
	5. Develops Communication Skills	4	5.55000	.05
Item IX.	The test of independence of the area in which the respondent felt best prepared academically by Certification Status			
	1. Child Development	4	2.68846	.05
	2. Language Development	6	7.76140	.05
	3. Speech Development	7	8.64197	.05
	4. Classroom Management	8	8.98074	.05
	5. Behavior Control	6	9.30536	.05
	6. Academic Instruction	7	8.18823	.05
	7. Physical Training	7	3.24211	.05
	8. Parent Counselling	6	7.44545	.05
	9. Knowledge of Psychological Test Interpretation	5	2.04202	.05
	10. Other Areas	2	5.00000	.05*
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Certification Status	8	7.97566	.05
Item XI.	The test of independence of attitudes toward TMR children with additional handicaps participating with singularly handicapped by Certification Status	1	0.35526	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance in a teacher of TMR by Certification Status			
	1. Creativeness	9	7.13101	.05
	2. Patience	7	5.28933	.05
	3. Compassion	10	10.46955	.05
	4. Desire to Help	9	10.32394	.05
	5. Cheerfulness	10	9.18660	.05
	6.. Professional Knowledge	9	8.24905	.05

	Df	X^2	P
7. Organizational Ability	9	4.06288	.05
8. Initiative	9	7.84864	.05
9. Industry	8	6.83979	.05
10. Leadership	6	3.86432	.05
11. Cooperativeness	9	10.03273	.05
12. Other	-	-	-
Item XIII. The test of independence as to what respondent considered best background to have as a teacher of TMR by Certification Status			
1. Psychology	6	9.23709	.05
2. Elementary Education	5	2.54785	.05
3. Kindergarten & Primary Education	5	7.75120	.05
4. Secondary Education	3	1.91418	.05
5. Pre-School & Child Development Education	3	0.54407	.05
6. Special Education (Mental Retardation)	6	8.81588	.05
7. Elementary & Special Education (Mental Retardation) Combination	6	4.50272	.05
8. Nursing Training	6	5.69470	.05
9. Other	4	5.38214	.05
Item XIV. The test of independence of respondents impression of most important area of classroom management by Certification Status			
1. Knowledge of Child Development	5	5.13577	.05
2. Knowledge of Content	5	6.06364	.05
3. Skills in Planning Lessons	4	1.36077	.05
4. Behavior Control Skills	5	3.58068	.05
5. Knowledge of Special Training Methods	5	7.77804	.05

		Df	X^2	P
	6. Knowledge of Materials	4	6.47578	.05
	7. Other	2	1.0667	.05
Item XV.	The test of independence of respondents listing of what activity is most personally satisfying by Certification Status	3	0.79738	.05
Item XVI.	The test of independence of years of experience teaching TMR by Certification Status	12	10.56176	.05
Item XVII.	The test of independence on contact respondent had with TMR by Certification Status			
	1. Student Teaching	0	0	-
	2. Teacher	0	0	-
	3. Parent	0	0	-
	4. Volunteer	2	2.62500	.05*
	5. Camping	1	0.75000	.05*
	6. None	0	0	-
	7. Other	7	8.44444	.05*
	8. Most Valuable	2	6.00000	N-S*

*Very Small Sample

HOME TRAINERS: Variables Cross Tabulated with Age Range Taught

Value of X^2 is significant at the .05 level

QUESTIONS

		Df	X^2	P
Item I.	The test of independence of Educational Level by Age Range Taught	2	1.07143	.05
Item II.	The test of independence of Degree Status by Age Range Taught	4	2.50000	.05
Item III.	The test of independence of Personnel Classification by Age Range Taught	4	1.66667	.05
Item IV.	The test of independence of Certification Status by Age Range Taught	2	2.85714	.05
Item V.	The test of independence of Curriculum Courses by Age Range Taught			
	1. General Survey of Special Education	2	2.85714	.05
	2. General Survey of Exceptional Children	2	0.62500	.05
	3. Education of the Mentally Retarded	2	2.85714	.05
	4. Curriculum Planning for the Mentally Retarded	2	2.18750	.05
	5. Methods & Materials for the Mentally Retarded	2	2.00000	.05
	6. Child Growth & Development	2	4.53725	.05
	7. Occupational Training for the Mentally Retarded	2	2.85714	.05
	8. Student Teaching with the Mentally Retarded	2	0.27778	.05
	9. Student Teaching with the Educable Mentally Retarded	2	10.00000	N-S
	10. Student Teaching with the Trainable Mentally Retarded	2	0.27778	.05

		Df	X^2	P
11.	Education of the Multi-handicapped	2	0.62500	.05
12.	Other Courses	2	1.66667	.05
Item VI.	The test of independence of Teaching Experience by Age Range Taught			
1.	Teacher Certification	1	3.00000	.05*
2.	Teaching Experience at Given Level	0	0	-
3.	How Many Years Teaching Experience	2	3.00000	.05*
4.	What Type of Certificate Held	1	0.75000	.05*
Item VII.	The test of independence of items seen as most important objectives of the Program for Trainable Mentally Retarded by Age Range Taught			
1.	Self Care	4	2.50000	.05
2.	Communication	8	6.87500	.05
3.	Socialization	8	6.87500	.05
4.	Reading	4	2.50000	.05
5.	Occupational Preparation	8	14.37500	.05
6.	Gross Motor Training	10	14.37500	.05
7.	Arithmetic Skills	2	2.50000	.05
8.	Recreational Activities	4	4.06250	.05
9.	Health & Safety	8	14.37500	.05
Item VIII.	The test of independence of items seen as best describing a teachers primary activity in working with the Mentally Retarded by Age Range Taught			
1.	Directs a Series of Activities	6	4.06250	.05
2.	Instructs in Development of Reading and Basic Computational Skills	1	0.90000	.05
3.	Instructs on Self Care	6	14.37500	N-S
4.	Provides an Atmosphere to Develop Socialization	8	5.00000	.05

		Df	X^2	P
	5. Develops Communication Skills	8	8.75000	.05
Item IX.	The test of independence of the area in which the respondent felt best prepared academically by Age Range Taught			
	1. Child Development	4	2.50000	.05
	2. Language Development	3	9.00000	N-S*
	3. Speech Development	5	9.00000	.05*
	4. Classroom Management	4	3.42857	.05*
	5. Behavior Control	12	20.00000	.05
	6. Academic Instruction	5	8.00000	.05*
	7. Physical Training	4	9.00000	.05*
	8. Parent Counselling	8	5.83333	.05
	9. Knowledge of Psychological Test Interpretation	10	12.50000	.05
	10. Other Areas	0	0	-
Item X.	The test of independence of estimate of percentage of TMR student population with one or more additional handicaps by Age Range Taught	12	14.37500	.05
Item XI.	The test of independence of attitudes toward TMR children with additional handicaps participating with singularly handicapped by Age Range Taught	2	0.62500	.05
Item XII.	The test of independence as to the ranking of personal qualities in terms of their importance in a teacher of TMR by Age Range Taught			
	1. Creativeness	12	14.37500	.05
	2. Patience	10	12.50000	.05
	3. Compassion	10	12.50000	.05
	4. Desire to Help	12	14.37500	.05
	5. Cheerfulness	10	10.28571	.05
	6. Professional Knowledge	10	6.87500	.05

	Df	X^2	P
7. Organizational Ability	10	8.75000	.05
8. Initiative	12	20.00000	.05
9. Industry	10	14.37000	.05
10. Leadership	8	3.75000	.05
11. Cooperativeness	12	20.00000	.05
12. Other	0	0	-
Item XIII. The test of independence as to what respondent considered best background to have as a teacher of TMR by Age Range Taught			
1. Psychology	8	3.75000	.05
2. Elementary Education	4	9.00000	.05
3. Kindergarten & Primary Education	4	3.93750	.05
4. Secondary Education	2	2.25000	.05
5. Pre-School & Child Development	6	1.66667	.05
6. Special Education (Mental Retardation)	6	5.93750	.05
7. Elementary & Special Education (Mental Retardation) Combination	10	8.75000	.05
8. Nursing Training	5	2.25000	.05
9. Other	0	0	-
Item XIV. The test of independence of respondents impression of most important area of Classroom management by Age Range Taught			
1. Knowledge of Child Development	4	10.62500	N-S
2. Knowledge of Content	4	3.93750	.05
3. Skills in Planning Lessons	8	14.37500	.05
4. Behavior Control Skills	8	11.56250	.05
5. Knowledge of Special Training Methods	8	6.87500	.05

		Df	X^2	P
	6. Knowledge of Materials	8	5.00000	.05
	7. Other	0	0	-
Item XV.	The test of independence of respondents listing of what activity is most personally satisfying by Age Range Taught	4	0.62500	.05
Item XVI.	The test of independence of years of experience teaching TMR by Age Range Taught	6	9.00000	.05
Item XVII.	The test of independence on contact respondent had with TMR by Age Range Taught			
	1. Student Teaching	0	0	-
	2. Teacher	0	0	-
	3. Parent	0	0	-
	4. Volunteer	-	-	-
	5. Camping	0	0	-
	6. None	0	0	-
	7. Other	3	4.00000	.05*
	8. Most Valuable	0	0	-

*Very Small Sample

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COMPREHENSIVE CHART OF SIGNIFICANCE

ITEM	DEGREE STATUS			EDUCATIONAL LEVEL			PERSONNEL CLASSIFICATION			CERTIFICATION STATUS			AGE RANGE TAUGHT		
T./A./H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.
1				N-S	N-S	S	N-S	S	N-S	NS	N-S	S	S		S
2	NS	N-S	S				N-S	S	S	S	S	S	S		S
3	NS	S	N-S	N-S	S	S				N-S	S	S	S		S
4	NS	N-S	S	S	S	S	N-S	S	S				S		S
5	S		S	S		S	S		S	S		S			
6	N-S	N-S	S	S	S	S	N-S	S	S	N-S	N-S	N-S	S		S
7	N-S	S	S	S	S	S	N-S	S	S	N-S	S	S	S		S
8	S	N-S	S	S	S	S	N-S	S	S	N-S	N-S	S	S		S
9	N-S	N-S	S	S	N-S	S	N-S	S	S	N-S	N-S	S	NS		S
10	N-S	N-S	N-S	N-S	S	S	N-S	N-S	S	N-S	S	N-S	S		S
11	S	N-S	S	S	S	S	S	S	S	N-S	N-S	S	S		S
12	S	S	S	N-S	S	N-S	N-S	S	S	N-S	S	N-S	S		S
13	S	S	S	N-S	S	S	S	S	S	S	S	S	S		S
14	S	S	S	S	N-S	S	S	S	S	N-S	S	N-S	S		NS
15	S	S	S	N-S	S	S	S	S	S	S	S	S	S		S
16	N-S	N-S	S	S	N-S	S	N-S	S	S	N-S	S	S	S		S
17	N-S	S	S	S	S	S	N-S	S	S	N-S	N-S	S	S		S
18	N-S	S	S	NS	S	S	N-S	S	S		S		S		S
19	S	S		S	S		S	S		S	S		S		
20	S	S		S	S	S	N-S	S	NS	S	S		S		S
21	S	S	S	N-S	S	S	S	N-S	S	S	S		S		S
22	S	S	S	S	S	S	S	S	S	S	S	S	S		S
23	S	S	S	S	S	S	S	S	S	S	S	S	S		S
24	S	S	S	S	S	N-S	S	S	S	S	S	N-S		N-S	S
25	N-S	S	S	S	S	S	S	S	S	S	S	S	S		S
26	S	S	S	S	S	N-S	S	S	S	S	S	N-S	S		S
27	S	S	S	S	S	S	S	S	S	S	N-S	S	S		S

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ITEM	DEGREE STATUS			EDUCATIONAL LEVEL			PERSONEL CLASSIFICATIO			CERTIFIC FIC STATUS			AGE RANGE TARGET		
T./A./H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.
28	S	S	S	S	S	S	S	S	S	S	S	S	S		S
29	S	S	S	S	S	S	S	S	S	S	S	S	S		S
30	S	S	S	S	S	N-S	S	S	S	S	S	S	S		S
31	S	S	S	S	S	S	S	S	S	S	S	S	S		S
32	S	S	S	S	S	S	S	S	S	S	S	S	S		S
33	S	S	S	S	S	S	S	S	S	S	S	S	S		S
34	S	S	S	S	S	S	S	S	S	S	S	S	S		S
35	S	S	S	S	S	S	S	S	N-S	S	S	S	S		S
36	S	S	S	N-S	S	S	S	S	S	S	S	S	S		S
37	N-S	S	S	S	S	S	N-S	S	S	S	S	S	S		N-S*
38	S	S	S	S	S	S	N-S	S	S	S	S	S	S		S*
39	S	S	S	S	S	S	S	S	N-S	S	S	S	S		S*
40	N-S	S	S	S	S	S	S	S	S	N-S	S	S	S		S
41	S	S	S	S	S	S	S	S	N-S	S	S	S	S		S*
42	S	S	S	S	S	S	S	S	S	S	S	S	S		S*
43	S	S	S	S	S	S	S	S	N-S	S	S	S	S		S
44	S		N-S	N-S	S	S	N-S	S	S	S	S	S	S		S
45	S	S	S	S	N-S	S	S	S	S	S	S	S*	S		
46	S	S	S	S	S	S	N-S	S	N-S	S	S	S	S		S
47	S	S	S	S	S	S	N-S	S	S	S	N-S	S	S		S
48	S	S	S	S	S	S	S	S	S	S	N-S	S	S		S
49	N-S	S	S	S	S	S	N-S	S	N-S	S	S	S	S		S
50	S	S	S	S	S	S	S	S	S	S	S	S	S		S
51	N-S	S	S	S	S	S	S	S	S	S	S	S	S		S
52	S	S	S	N-S	S	S	S	S	N-S	S	S	S	S		S
53	S	S	S	N-S	S	S	N-S	S	S	N-S	S	S	N-S		S
54	S	S	S	S	S	S	S	S	S	N-S	S	S	S		S

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ITEM	DEGREE STATUS			EDUCATIONAL LEVEL			PERSONNEL CLASSIFICATION			CERTIFICATION STATUS			AGE RANGE TAUGHT		
T./A./H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.
55	NS	S	S	S	S	S	S	N-S	S	S	S	S	S		S
56	NS	S	S	S	S	S	N-S	S	S	S	S	S	N-S		S
57	S	S	S	S	S	S	S	N-S	S	S	S	S	S		S
58	S	S	S	NS	S	S	S	S	S	S	S	S	S		S
59	S	N-S		S	S		S	N-S		S	S		S		
60	NS	S	S	S	S	S	S	S	N-S	S	S	S	S		S
61	S	S	S	S	S	S	S	S	S	S	S	S	S		S
62	S	S	S	S	S	S	S	S	S	S	S	S	S		S
63	NS	S	S	S	S	S	S	S	S	S	S	S	S		S
64	S	S	S	S	S	S	S	S	S	S	S	S	N-S		S
65	S	S	S	S	S	S	S	S	S	S	S	S	S		S
66	S	N-S	S	N-S	S	S	S	S	S	N-S	S	S	N-S		S
67	NS	S	S	S	S	S	S	S	S	S	S	S	S		S
68	S	S	S	S	S	S	S	S	S	S	S	S	S		
69	S	S	S	S	S	S	S	N-S	S	S	S	S	S	N-S	
70	S	S	S	S	S	S	S	S	N-S	NS	S	S	S		S
71	S	S	S	S	S	S	S	S	S	S	S	S	S		S
72	S	S	S	S	S	N-S	S	S	S	S	S	S	NS		S
73	S	S	N-S	S	S	S	S	S	N-S	S	S	S	S		S
74	S	S	S	S	S	S	S	S	S	S	S	S	S		S
75	S	S		S	S	S	S	S	S	NS	S	S	S		
76	S	S	S	N-S	S	S	S	S	S	S	S	S	S		S
77	S	S	S	N-S	S	S	S	N-S	S	S	S	S	S		S
78	S			N-S	S		S	S		S			S		
79	S	S		S	S		S	S		S	S				
80	S			N-S			S			N-S					
81	S	S	S	N-S	S	S	S	S	S	S	S	S**	S		

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ITEM	DEGREE STATUS			EDUCATIONAL LEVEL			PERSONNEL CLASSIFICATION			CERTIFICATION STATUS			AGE RANGE TAUGHT		
T./A./H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.	T.	A.	H.T.
82	S		S	S	S	S	S	S	S*	NS		S*	S		
83	S			S			S			S					
84	S	S	S	S	S	S	S	S	S*	S	S	S*	S		S*
85	S	N-S	S	S	S	S	N-S	S	S*	S	S	N-S*	S		
86			S			S			S			S			NS*
87			S			S			N-S			S			N-S

* Very small sample

STATE MANPOWER SUBCOMMITTEE ON PERSONNEL TRAINING NEEDS

QUESTIONNAIRE FOR TEACHERS OF

THE TRAINABLE MENTALLY RETARDED

IBM CC

I. What is your highest level of completed college training? (5)

(1) 1 year___ (2) 2 years___ (3) 3 years___ (4) 4 years___
(5) B.A.____ (6) B.A.+____ (7) M.A.____ (8) M.A.+____

II. In what field is your college major? (01-99) _____ (6,7)

_____

III. Indicate whether or not you have completed each of the following college level courses in preparing to work with the mentally retarded: (8-19)

yes	no	
(1)___	(2)___	General survey of special education
(1)___	(2)___	General survey of exceptional children
(1)___	(2)___	Education of the mentally retarded
(1)___	(2)___	Curriculum planning for the mentally retarded
(1)___	(2)___	Methods and materials for the mentally retarded
(1)___	(2)___	Child growth and development
(1)___	(2)___	Occupational training for the mentally retarded
(1)___	(2)___	Student-teaching with mentally retarded
(1)___	(2)___	Student-teaching with educable
(1)___	(2)___	Student-teaching with trainable
(1)___	(2)___	Education of multihandicapped
(1)___	(2)___	Other _____

_____

_____

IV. Do you have a valid teaching certificate presently in force? (20)

(1)___yes (2)___no

a. If "yes", at which level? (21)

(1)___elementary (2)___secondary (3)___slow learning
(4)___other

b. Have you taught at that level? (1)___yes (2)___no (22)

If "yes", how long (in years)? (01-99)___ (23,24)

c. If "yes" to holding a certificate, what type of certificate? (25)

(1)___Ohio Department of Education
(2)___Ohio Department of Mental Hygiene
(3)___Other_____

V. What do you see as the most important objectives of the program for the trainable mentally retarded? Please rank the following items, assigning #1 to the most important objective, #2 to the next most important, etc.: (26-34)

(1-9)___ Self care
(1-9)___ Communication
(1-9)___ Socialization
(1-9)___ Reading
(1-9)___ Occupational preparation
(1-9)___ Gross motor training
(1-9)___ Arithmetic skills
(1-9)___ Recreational activities
(1-9)___ Health and safety

VI. Please rank the items below, assigning #1 to the item which best describes your primary activity in working with the trainable mentally retarded: (35-40)

(1-6)___ directs a series of activities
(1-6)___ instructs in development of reading and basic computational skills
(1-6)___ instructs in self care
(1-6)___ provides an atmosphere to develop socialization
(1-6)___ develops communication skills
(1-6)___ other _____
_____
_____

VII. Please rank the items below, assigning #1 to the area in which you feel best prepared academically, #2 to the next, etc.: (41-50)

(1-10)___ child development
(1-10)___ lanuage development
(1-10)___ speech development
(1-10)___ classroom management
(1-10)___ behavior control
(1-10)___ academic instruction
(1-10)___ physical training
(1-10)___ parent counseling
(1-10)___ knowledge of psychological test interpretation
(1-10)___ other _____
_____
_____

VIII. What percentage of your student population have at least one additional handicap besides retardation? (01-99) ___% (estimated) (51,52)

IX. Should the trainable mentally retarded child with multiple handicaps be enrolled in classes with those who are singularly mentally retarded? (1)___yes (2)___no (53)

Why? _____

_____

_____

X. Rank the following personal qualities in terms of their importance for a teacher of the trainable mentally retarded, beginning with #1 for the most important, #2 next, etc.: (54-65)

(1-12)___ Creativeness
(1-12)___ Patience
(1-12)___ Compassion
(1-12)___ Desire to help
(1-12)___ Cheerfulness
(1-12)___ Professional knowledge
(1-12)___ Organizational ability
(1-12)___ Initiative
(1-12)___ Industry
(1-12)___ Leadership
(1-12)___ Cooperativeness
(1-12)___ Other _____

XI. Indicate in rank order what you consider to be the best background to have as a teacher of the trainable mentally retarded. Assign #1 to the best, #2 to the next best, etc.: (66-74)

(1-9)___ Psychology
(1-9)___ Elementary education
(1-9)___ Kindergarten and primary education
(1-9)___ Secondary education
(1-9)___ Pre-school and child development education
(1-9)___ Special education (mental retardation)
(1-9)___ Elementary and special education (mental retardation) combination
(1-9)___ Nursing training
(1-9)___ Other _____

_____

_____

XII. What area in classroom management is most important for the teacher? Indicate in rank order, assigning #1 to the most important, #2 to the next, etc.: (5-11)

(1-7)___ Knowledge of child development
(1-7)___ Knowledge of content
(1-7)___ Skills in planning lessons
(1-7)___ Behavioral control skills
(1-7)___ Knowledge of special training methods (Kephart, etc.)
(1-7)___ Knowledge of materials
(1-7)___ Other _____

_____

_____

XIII. Out of each 100 working hours, how many, on the average, do you devote to each of the following? (12-39)

(01-99)___ (1) Oral instruction
(01-99)___ (2) Demonstration
(01-99)___ (3) Physical training
(01-99)___ (4) Assisting in health care activities (toiletry, washing, etc.)
(01-99)___ (5) Assisting in self care (dressing, undressing, etc.)
(01-99)___ (6) Field-trip experiences (inside and outside of building)
(01-99)___ (7) Rest periods
(01-99)___ (8) Self-directed activities
(01-99)___ (9) Student presentations
(01-99)___ (10) Evaluation
(01-99)___ (11) Planning
(01-99)___ (12) Parent counseling
(01-99)___ (13) Meeting with supervisor, psychologist, administrator or other allied personnel
(01-99)___ (14) Other _____
_____
_____

XIV. What one of the above activities do you find the most personally satisfying? (01-14) _____ (40,41)

Why? _____
_____
_____
_____

XV. To date, how much experience have you had in the teaching of the trainable mentally retarded? (01-99) _____ school years (42,43)
(01-12) _____months (if less than one school year only). (44,45)

Which of the following contacts did you have with the trainable mentally retarded before you began to teach them? (Indicate as many as are applicable.)

(01-99)___ (1) Student teaching (how long_____) (46,47)
(1) ___ (2) Parent (48)
(01-99)___ (3) Volunteer (how long_____) (49,50)
(01-99)___ (4) Camping (how long_____) (51,52)
(1) ___ (5) None (53)
(01-99)___ (6) Other_____ (54,55)
(how long_____)
If you indicated more than one, which single one do you feel was the most valuable? (1-6)_____ (56)

XVI. Indicate the single type of program you would most desire to teach: (1-5) (57)

(1)___ Trainable
(2)___ Educable (slow learner)
(3)___ Dull normal
(4)___ Regular
(5)___ Gifted

XVII. Indicate the single chronological age level of trainable mentally retarded you would most desire to teach: (1-6) (58)

(1)___ (3-6)
(2)___ (7-10)
(3)___ (11-13)
(4)___ (14-16)
(5)___ (17-20)
(6)___ (21 and over)

XVIII. Indicate which chronological age range you now teach. (1-6) _____ (59)

XIX. Indicate your present Department of State Personnel position classification: (1-5) (60)

(1)___ Instructor II
(2)___ Instructor III
(3)___ Instructor IV
(4)___ Home Training Worker
(5)___ Home Training Consultant

XX. What one single recommendation do you have for preparing teachers of the trainable mentally retarded? (--)

_____
_____
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